

# Resources in Education

EDUCATION RESOURCES  
INFORMATION CENTER

OCTOBER 1985

VOLUME 20 NUMBER 10

ERIC<sup>R</sup>



ED 256 864-257 932



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## **SPECIAL ANNOUNCEMENT**

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### ***Reaching for Excellence: An Effective Schools Sourcebook***

In May 1985, the National Institute of Education (NIE) published *Reaching for Excellence: An Effective Schools Sourcebook*. This document summarizes knowledge on school effectiveness in seven chapters written by nationally recognized scholars. Chapters are included on effective classroom practices and effective school practices at both the elementary and secondary levels, on policies at the district and State levels that might influence school effectiveness, and on criteria for measuring school effectiveness. The *Sourcebook* also contains an up-to-date directory describing a number of successful effective schools projects currently being implemented around the country.

It is hoped that this document will assist educators and policy leaders concerned with quality education in our nation's schools.

Original copies may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 at a cost of \$9.50, for as long as the supply lasts. Please note the following GPO stock number when ordering: Stock No. 065-000-00230-2.

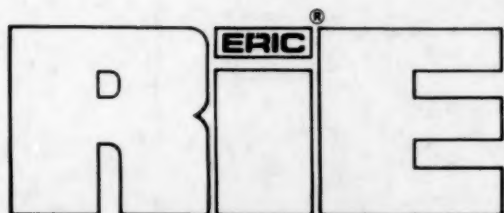
Microfiche (MF) and reproduced paper copies (PC) are also available from the ERIC Document Reproduction Service (EDRS): MF \$0.97; PC \$17.90. Please note the ERIC accession number when ordering: ED-257 837.

# RESOURCES IN EDUCATION

ED 256 864-257 932

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Volume 20 • Number 10



*Resources in Education (RIE)* is processed for printing by ORI, Inc., under contract with the National Institute of Education, U.S. Department of Education, and published monthly by the U.S. Government Printing Office (GPO) with printing funds approved December 1980 by the Office of Management and Budget. Contents do not necessarily reflect official NIE policy.

Copies of *RIE* are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding subscription prices (12 issues/year) and single issue prices should be directed to the Superintendent of Documents.

Two *Semiannual Indexes* to *RIE* (January-June and July-December) are also available from GPO. Contact the Superintendent of Documents for prices.

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## Selected Acronyms

CH	— Clearinghouse
CIJE	— <i>Current Index to Journals in Education</i>
Comp.	— Compiler
DHEW	— Department of Health, Education, and Welfare
Ed.	— Editor
ED	— Accession Number Prefix (ERIC Document)
	— Department of Education
EDRS	— ERIC Document Reproduction Service
ERIC	— Educational Resources Information Center
GPO	— Government Printing Office
MF	— Microfiche
NIE	— National Institute of Education
OE	— Office of Education
PC	— Paper Copy
RIE	— <i>Resources in Education</i>
SN	— Scope Note
UF	— Used For

## Library of Congress Cataloging in Publication

**Resources in education / Educational Resources information Center.** — Washington, D.C. : Dept. of Health, Education, and Welfare, National Institute of Education : Supt. of Docs., U.S. G.P.O., [distributor],  
v. ; 28 cm.  
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Began with Vol. 10, no. 1 (Jan. 1975)  
Cover title.  
Vols. for Jan. 1975-Apr. 1980 were classed (Supt. of Docs.): HE 19.210:(v.nos.&nos.)  
Description based on: Vol. 14, no. 1 (Jan. 1979)  
Vols. for Jan. 1975-Apr. 1980 issued by Dept. of Health, Education, and Welfare, National Institute of Education; May 1980- by the Dept. of

(Continued on next card)

75-644211

AACR 2 MARC-S

76t8209r81jrev

### Resources in education . . . (Card 2)

Education, National Institute of Education.

#### Indexes:

Cumulative indexes published semiannually; 1980- one semiannual index issued for Jan.-June.

Continues: Research in education.

Supt. of Docs. no.: HE 19.210; ED 1.310:

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Z5813.R4

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AACR 2 MARC-S

Library of Congress

76t8209r81jrev

## Introduction

**RESOURCES IN EDUCATION (RIE)** —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

**Sponsor: Educational Resources Information Center (ERIC)  
National Institute of Education (NIE)  
U.S. Department of Education  
Washington, D.C. 20208**

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

**Organization of Journal:** *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

**Availability of Documents:** The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

**How to Submit Documents to ERIC:** If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

**How To Order RIE:** The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled "How to Order **RESOURCES IN EDUCATION**."

1. The first part of the paper is devoted to a

discussion of the general principles of the

method of the present investigation.

2. The second part of the paper is devoted to a

discussion of the results of the

investigation of the properties of the

method of the present investigation.

3. The third part of the paper is devoted to a

discussion of the results of the

investigation of the properties of the

method of the present investigation.

4. The fourth part of the paper is devoted to a

discussion of the results of the

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7. The seventh part of the paper is devoted to a

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8. The eighth part of the paper is devoted to a

discussion of the results of the

investigation of the properties of the

method of the present investigation.

9. The ninth part of the paper is devoted to a

discussion of the results of the

investigation of the properties of the

method of the present investigation.

10. The tenth part of the paper is devoted to a

discussion of the results of the

investigation of the properties of the

method of the present investigation.

# HIGHLIGHTS Of Special Interest

## ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, Virginia 22304. Special collections of clearinghouse publications are also available on microfiche from EDRS, as follows:

1975-77	(574 documents).....	\$120.95	(includes postage)
1978	(211 documents).....	\$ 43.45	(includes postage)
1979	(159 documents).....	\$ 36.93	(includes postage)
1980	(176 documents).....	\$ 39.05	(includes postage)
1981	(173 documents).....	\$ 39.05	(includes postage)
1982	(181 documents).....	\$ 39.05	(includes postage)

### Citations (By Clearinghouse)

**ED 257 158** CS 504 933  
Wagner, David L. Fraleigh, Douglas  
ERIC First Analysis: Water Resources; 1985-86  
National High School Debate Resolutions.  
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.; 89p.  
EDRS Price - MF01/PC04 Plus Postage.  
Alternate Availability—Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 (\$5.00, 10% discount for 10-49 copies, 20% discount for 50 or more copies).

**ED 257 322** FL 015 075  
Behrens, Sophia A. Comp.  
Directory of Foreign Language Service Organizations: 3. Language in Education: Theory and Practice, No. 61.  
Center for Applied Linguistics, Arlington, Va.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; 154p.  
EDRS Price - MF01/PC07 Plus Postage.  
Alternate Availability—Harcourt, Brace, Jovanovich International, Orlando, FL 32887.

**ED 257 443** IR 011 675  
Holloway, Robert E.  
Educational Technology: A Critical Perspective.  
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.; 65p.  
EDRS Price - MF01/PC03 Plus Postage.  
Alternate Availability—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (\$7.95 plus \$1.50 shipping and handling).

**ED 257 539** JC 850 323  
Kintzer, Frederick C. Wattenbarger, James L.  
The Articulation/Transfer Phenomenon: Patterns and Directions. Horizons Issues Monograph Series.  
American Association of Community and Junior Colleges, Washington, D.C. Council of Universities and Colleges; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.; 85p.  
EDRS Price - MF01/PC04 Plus Postage.  
Alternate Availability—American Association of Community and Junior Colleges, One Dupont Circle, NW, Washington, DC 20036 (\$10.00)

**ED 257 823** SP 026 227  
Stenger, Leslie A. Smith, Christel M.  
Healthy Moves for Older Adults. Health, Physical Education, Recreation and Dance Monograph No. One.  
ERIC Clearinghouse on Teacher Education, Washington, D.C.; 72p.  
EDRS Price - MF01/PC03 Plus Postage.  
Alternate Availability—ERIC Clearinghouse on Teacher Education, One Dupont Circle NW, Suite 610, Washington, DC 20036 (\$8.50).





## **DOCUMENT SECTION**



## SAMPLE RESUME

**ERIC Accession Number**—identification number sequentially assigned to documents as they are processed.

**Author(s).**

**Title.**

**Organization where document originated.**

**Date Published.**

**Contract or Grant Number.**

**Alternate source for obtaining document.**

**Language of Document**—documents written entirely in English are not designated, although "English" is carried in their computerized records.

**Publication Type**—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

**ERIC Document Reproduction Service (EDRS) Availability**—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

**ED 654 321**

*Smith, John D. Johnson, Jane*

**Career Planning for Women.**

Central Univ., Chicago, IL.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 83

Contract—NIE-C-83-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25).

Language—English, French

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC06 Plus Postage.**

Descriptors — Career Guidance, \*Career Planning, Careers, \*Demand Occupations, \*Employed Women, \*Employment Opportunities, Females, Labor Force, Labor Market, \*Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, \*National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

**CE 123 456**

**Clearinghouse Accession Number.**

**Sponsoring Agency**—agency responsible for initiating, funding, and managing the research project.

**Report Number**—assigned by originator.

**Descriptive Note** (pagination first).

**Descriptors**—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

**Identifiers**—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

**Informative Abstract.**

**Abstractor's Initials.**

## Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA—ERIC Processing and Reference Facility.....	1	JC—Junior Colleges.....	97
CE—Adult, Career, and Vocational Education.....	1	PS—Elementary and Early Childhood Education.....	107
CG—Counseling and Personnel Services.....	18	RC—Rural Education and Small Schools.....	115
CS—Reading and Communication Skills.....	29	SE—Science, Mathematics, and Environmental Education.....	121
EA—Educational Management.....	49	SO—Social Studies/Social Science Education.....	131
EC—Handicapped and Gifted Children.....	57	SP—Teacher Education.....	145
FL—Languages and Linguistics.....	68	TM—Tests, Measurement, and Evaluation.....	154
HE—Higher Education.....	71	UD—Urban Education.....	161
IR—Information Resources.....	86		

### AA

**ED 256 864** AA 001 138  
Resources in Education (RIE). Volume 20, Number 10.

Educational Resources Information Center (ED/NIE), Washington, DC; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, DC.  
Pub Date—Oct 85

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$51.00 (Domestic), \$70.00 (Foreign).

Pub Type—Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Abstracts, Catalogs, Education, \*Educational Resources, \*Indexes, Resource Materials

Identifiers—\*Resources in Education  
Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

### CE

**ED 256 865** CE 040 840  
Main, JoDell K.

Computer Assisted Teaching Comparisons with Handicapped. Final Report.

Southeastern Indiana Vocational School, Versailles. Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.  
Pub Date—84

Note—20p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Basic Education, \*Adult Literacy, \*Computer Assisted Instruction, Demonstration Programs, \*Disabilities, \*Educationally Disadvantaged, \*Illiteracy, Mathematics Skills, Mental Retardation, Reading Skills

A project was conducted to see if computer-assisted instruction could be used successfully with the low-level, non-reading adult. The experimental classroom group consisted of mentally handicapped and other educationally handicapped adults in adult basic education (ABE) programs. (Long-range implementation is aimed at ABE students who have a combination of handicaps ranging from mental retardation, severe learning disabilities, or schizophrenia to hearing impairments, cerebral palsy, or degenerative muscle diseases.) Both mathematics and language skills were selected for inclusion in the curriculum. Students used computer-assisted instruction Tuesdays and Thursdays for about 45 minutes. An hour and a half of traditional classroom instruction with a teacher preceded computer time. All students made significant progress in word recognition and showed a gain in math progress. All materials were evaluated and results distributed to adult basic education teachers. No discernable differences in mastering comprehension skills via computer or classroom learning were found. The computer-classroom mix did seem to account for greater gains in learning than some students had experienced previously. Project forms and a summary of results are appended. (YLB)

**ED 256 866** CE 040 931

Develop and Demonstrate the Use of Integrated Instructional Delivery Systems for Application in Technical/Vocational Education. Final Report.

San Antonio State Hospital, Tex. Office of Education Services.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—31 Jul 84

Note—35p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, Computer Assisted Instruction, Computers, Curriculum Development, \*Educational Development, Educational Research, \*Educational Technology, \*Educational Television, \*Online Systems, Postsecondary Education, Program Development, Secondary Education, \*Videotape Recordings, \*Vocational Education

Identifiers—\*Interactive Instructional Television  
This report presents a discussion of important is-

ssues surrounding the use of interactive instructional technology by vocational educators. It considers interactive instructional television system components with special attention to system interface considerations, software considerations, and design and development of interactive instructional television lessons and programs. Designing programs to accommodate two distinct types of information, i.e., promoted inputs along the program's normal course of preparation and user-initiated interruptions is addressed, as is screen design. Other topics include the menu-branching capabilities and the testing/assessment implications of interactive instructional television. The instructional, psychological, and job-related impact is also discussed. A scenario of the design and use of a sample interactive instructional television program is presented. A final section details results of the project, including identification of the technical equipment and definitions of the educational technology needed to develop effective educational packages. (YLB)

**ED 256 867** CE 041 132

Caldar, Clarence R., Jr. And Others  
Technology: The Gifted Student in the Elementary School. Monograph 11.

American Council for Elementary School Industrial Arts, Washington, D.C.

Pub Date—84

Note—41p.

Available from—Dr. William A. Downs, ACESIA Publications Chairperson, G108B, Central Missouri State University, Warrensburg, MO 64093 (\$2.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Exploration, Elementary Education, \*Elementary School Students, Equipment, \*Evaluation Criteria, Experiential Learning, \*Gifted, Hand Tools, \*Learning Activities, Models, Student Evaluation, \*Student Projects, Talent, Technical Education, \*Vocational Education  
Identifiers—Enrichment Triad Model

The information presented in this monograph can give the classroom teacher insights into how technological processes enhance learning for the gifted and talented. A broad definition of giftedness includes three clusters of traits necessary for determining giftedness: above average ability, task commitment, and creativity. The monograph discusses some evaluation techniques that can be used with a high degree of accuracy to identify gifted and talented individuals in this area. The Enrichment-Triad Model was designed to assist in fulfilling two major goals of any gifted program: to provide students with an opportunity to pursue their interests in depth and to enable them to pursue their interests in their own learning style. The three types of enrichment experiences presented in this model are

general exploratory activities, group training activities, and individual and small group investigations. Many technological processes/practices can be used in each phase of the Enrichment-Triad Model. Examples used in this monograph include solid block construction; frame construction; printing techniques; creative use of materials, tools and equipment; and exploration of the world of work. By being exposed to and using materials, tools, equipment, and processes like those suggested in this monograph, students can become more aware of their environment and able to cope with the demands of the society that awaits them. (KC)

ED 256 868 CE 041 209

Treatment and Prevention of Acute Diarrhea. Guidelines for the Trainers of Health Workers. World Health Organization, Geneva (Switzerland). Report No.—ISBN-92-4-154-200-4

Pub Date—83  
Note—43p.

Available from—WHO Publications Centre USA, 49 Sheridan Avenue, Albany, NY 12210.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Allied Health Occupations Education, Clinics, Developing Nations, \*Disease Control, \*Diseases, Guidelines, Health, Health Education, Health Materials, Hygiene, Medical Evaluation, \*Parent Education, Patient Education, Postsecondary Education, Primary Health Care, Public Health, Sanitation, \*Teaching Methods

Identifiers—\*Dehydration, \*Diarrhea  
This booklet, intended primarily for the trainers of middle-level community health workers in underdeveloped countries, is designed to help such workers present the topic of diarrhea treatment and prevention in training courses. Divided into five sections, the booklet gives guidelines on treatment and prevention, with particular emphasis on the use of oral rehydration in children. It describes, in simple terms, the importance of preventing dehydration in a child with diarrhea, and gives instructions for making rehydration solution, using either packets of oral rehydration salts or locally available materials. Easy-to-follow charts summarize the management of diarrhea and indicate the signs and symptoms that the health worker should look for in assessing the patient and determining treatment. The importance of good domestic hygiene and appropriate child-care practices in preventing diarrhea is stressed, and the role of the health worker in educating the community is given particular attention. (KC)

ED 256 869 CE 041 218

Health Manpower Requirements for the Achievement of Health for All by the Year 2000 through Primary Health Care. Report of a WHO Expert Committee. Technical Report Series 717.

World Health Organization, Geneva (Switzerland).

Report No.—ISBN-92-4-120717-5

Pub Date—85

Note—96p.

Available from—WHO Publications Centre USA, 49 Sheridan Avenue, Albany, NY 12210.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Allied Health Occupations, \*Developing Nations, Disease Control, \*Health, Health Education, \*Health Needs, \*Health Personnel, \*Health Programs, Medical Services, Primary Health Care, Public Health, \*Staff Development

Identifiers—\*World Health Organization  
This report explains what will be necessary to achieve health for all people in the world by the year 2000 through primary health care. The booklet is organized in six chapters. The first chapter introduces the premise and describes current socioeconomic development and prospects for the future, along with current problems of health personnel development. The second chapter explains how health for all can be achieved by health personnel development. Chapter 3 puts health personnel in historical perspective and predicts world trends. Chapter 4, the longest part of the book, sets out a program for health personnel development and management. The role of the World Health Organization (WHO) in health personnel development is discussed in chapter 5, while the final chapter presents conclusions and recommendations derived from the study. The Committee felt that radical changes should be

made in the health manpower development processes in countries. Thirteen recommendations covering the following topics were made: (1) Health manpower requirements; (2) Integrated health systems and manpower development; (3) Political commitment; (4) Community involvement in health manpower development; (5) Health manpower policies; (6) Health manpower planning; (7) Characteristics of the graduates of educational and training programs; (8) Continuing education and career development; (9) Health manpower management; (10) Health manpower information system; (11) Global data base for health manpower development; (12) Research in health manpower development; and (13) Gaining the support of professional groups. (KC)

ED 256 870 CE 041 263

Owens, Thomas R.  
Using Student Follow-up Results to Lead toward Excellence.

Pub Date—Oct 84

Note—13p.; Paper presented at the Annual Meeting of the Evaluation Research Society and the Evaluation Network (San Francisco, CA, October 1984).

Pub Type—Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, \*Followup Studies, Graduate Surveys, \*High School Graduates, Needs Assessment, Program Improvement, \*Research Design, \*Research Methodology, Research Needs, Research Problems, Research Utilization, Secondary Education, \*Vocational Education, \*Vocational Followup

Identifiers—Oregon

Although some school districts conduct follow-up studies of their high school graduates, few have systematically used the information to improve their educational programs or to guide policymaking. Weaknesses of typical vocational education follow-up studies include the following: avoidance of comparisons with nonvocational students, failure to include dropouts or other nongraduates in the survey population, failure to focus on critical issues facing the schools, administration of surveys too soon after students have left high school and before they have had adequate experience in the real world, concentration only on self-reported information rather than on a combination of self-reported data and student transcript information, and failure to involve vocational educators and other staff in determining what information from former students would be pertinent to program revision. Recently, Oregon conducted a three-year high school follow-up study. Included among the seven recommendations for improving the design and administration of follow-up studies that grew out of the Oregon experience were the following: participating schools should determine the content of follow-up instruments; data from follow-up surveys should be combined with information from students' transcripts and permanent records; and schools should allow time for staff and administrators to discuss their local follow-up study and identify implications for improving both vocational education programming and future follow-up survey instruments. (MN)

ED 256 871 CE 041 322

Beach, Joyce  
Fourteenth Amendment Considerations and Competency Testing.

Fitchburg State Coll., Mass.

Pub Date—[83]

Note—25p.; For a related document, see CE 041 323.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Education, \*Court Litigation, \*Due Process, \*Equal Protection, Federal Legislation, \*Minimum Competency Testing, Program Implementation, Social Discrimination, \*Test Validity, Validity, Vocational Education

Identifiers—\*Competency Tests, \*Fourteenth Amendment

The implementation of any competency testing program must take into consideration the due process clause and the Equal Protection clause of the Fourteenth Amendment. Examples of the violation of the due process clause would be to implement a testing program without adequate notice or to cover material not taught. Instructional validity must be shown, preferably by a formal study by an outside or unbiased agency. The Equal Protection clause is

violated when a disproportionate impact due to present effects of past intentional discrimination is shown. Three cases that mark milestones in testing are *Griggs v. Duke Power Co.*, *Washington v. Davis*, and *Debra P. v. Turlington*. These three cases show consumers of competency testing for basic skills or occupational skills that documentation of different kinds of validity is necessary. Other cases have challenged the requirement of test passage as a diploma requirement, shown that tests can not be used for a purpose other than that for which they have been validated, and emphasized that tests can not perpetuate the effects of past discrimination. (YLB)

ED 256 872 CE 041 323

Beach, Joyce

Massachusetts: Out of Step or Ahead of the Times?

Pub Date—May 82

Note—56p.; For a related document, see CE 041 322.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Competency Based Teacher Education, \*Court Litigation, Due Process, Equal Protection, Federal Legislation, \*Minimum Competency Testing, \*Occupational Tests, Social Discrimination, State Programs, State Standards, \*Teacher Certification, Test Validity, Validity, Vocational Education, Vocational Education Teachers

Identifiers—\*Competency Tests, Fourteenth Amendment, \*Massachusetts

The Commonwealth of Massachusetts has had a competency-based vocational instructor approval process for more than two and one-half decades. Perhaps the most important element in this process has been the vocational competency testing. Although some say that Massachusetts is out of step, others feel that Massachusetts has a well-established testing component and will soon be recognized for being in the forefront of competency-based teacher education. Court decisions since *Griggs v. Duke Power Co.* uphold the right of the state to use competency testing as a criterion for employment. Various cases, however, reinforce the notion that employment tests must be demonstrably job-related, should predict job performance, and must be content valid. Furthermore, due process is guaranteed in the Fourteenth Amendment, and the Civil Rights Act of 1964 prohibits discrimination. Massachusetts has developed a User's Manual for the Vocational Competency Testing Program, which describes procedures for validating tests and developing job-related tests and the Appeals Process. Recommendations have been made for validation studies. (Appendices include a survey of necessity of occupational examinations for certification, uniform guidelines on employee selection, and vocational instructor approval requirements.) (YLB)

ED 256 873 CE 041 340

Nelson, Delores Hammer, Debra Goss

The Fayette County Vocational Assessment Guide.

A Practical, Secondary-School Vocational Assessment System.

Fayette County Public Schools, Lexington, Ky.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.

Pub Date—85

Note—136p.

Available from—Fayette County Public Schools, 701 East Main Street, Lexington, KY 40502 (\$12.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Check Lists, Diagnostic Tests, \*Disabilities, Educational Resources, \*Exceptional Persons, Occupational Tests, Secondary Education, \*Student Evaluation, Vocational Aptitude, \*Vocational Education, \*Vocational Evaluation, Work Sample Tests

Identifiers—\*Kentucky (Fayette County)

This document is a guide to vocational assessment of secondary school students, especially those who have disabilities. It was developed for use in Fayette County, Kentucky, but can be adapted for use in other areas. The nine sections of the guide discuss the background and procedures for conducting student assessments. The first four sections of the guide explain the importance of assessment, describe such components of assessment as job analysis, determine how an in-school assessment is different, and discuss disabilities and their effects upon assessment. The assessment process is detailed in section



five, the longest section. Implementation, phases, staff orientation, recommended forms, and reports are included. This section is followed by a description of the Fayette County Vocational Assessment Center, an evaluator's checklist for implementing vocational assessment in school, and a discussion of staff qualifications and duties in the evaluation process. The final section discusses special considerations of specific handicapping conditions. Appendices, amounting to more than half of the document, contain a bibliography of vocational assessment instruments, cover adaptations of instruments, provide forms, describe staff development packets that are available, and list other resources. (KC)

ED 256 874 CE 041 369

Campbell, Clifton P.

Human Resource Development in Saudi Arabia:

An International Affair.

Pub Date—4 May 85

Note—24p.; Presented at the Founder's Day Banquet of Epsilon Pi Tau Chapter (43rd, Greensburg, PA, May 4, 1985).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adult Vocational Education, \*Developing Nations, Disabilities, \*Educational Development, Educational Policy, Entrepreneurship, Foreign Countries, \*Industrial Training, Inplant Programs, \*Job Training, \*Labor Force Development, On the Job Training, Postsecondary Education, Prevocational Education, Secondary Education, \*Vocational Education

Identifiers—\*Saudi Arabia

Saudi Arabia has a modern nationwide school system that embraces institutions from kindergarten through the university level and encompasses special, adult, industrial, and commercial education. Education is not compulsory, and coeducation does not exist. Secondary vocational industrial schools have been established for young men who have completed ninth grade. First-year students at a vocational industrial school rotate through all programs; specialized study is then available in electricity, metals, and mechanics. Twelfth-grade students who then pass a standardized test are entitled to progress on to a postsecondary program at the Higher Technical Institute. Two and three year programs prepare students to become entrepreneurs and for jobs as technicians. Other vocational education institutions include secondary schools of commerce, higher institutes for finance and commerce, and a model agricultural institute. Prevocational training has been established for young male school leavers. Vocational training for males aged 18 to 30 provides additional skilled workers. Both day and night classes are conducted at vocational training centers. Mobile training units provide vocational training in remote areas. Occupational specialization programs are supported by different government agencies to prepare skilled personnel for the public sector. Companies have also established employee training facilities and in-plant programs. (YLB)

ED 256 875 CE 041 370

Campbell, Clifton P.

An Introduction to Numerical Control, Problems

for Numerical Control Part Programming.

Pub Date—Jan 85

Note—106p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Automation, Drafting, \*Electronic Equipment, \*Equipment Utilization, \*Industrial Arts, Learning Activities, \*Machine Tools, \*Numerical Control, Problem Sets, \*Programming, Secondary Education, Vocational Education, Workbooks

Identifiers—\*Computer Assisted Drafting, Computer Assisted Manufacturing

This combination text and workbook is intended to introduce industrial arts students to numerical control part programming. Discussed in the first section are the impact of numerical control, training efforts, numerical control in established programs, related information for drafting, and the Cartesian Coordinate System and dimensioning techniques. The next three sections consist of series of tab sequential, variable block, and fixed block exercises. Covered in the fifth section are various types of design and drafting, production, and inspection and testing equipment. A glossary is appended. (MN)

ED 256 876

Maxon, Peter

On-the-Job Training. A Guide for Instructors.

Vocational Training Council, Wellington (New Zealand).

Pub Date—[83]

Note—121p.

Available from—Vocational Training Council, P.O. Box 11-361, Wellington, New Zealand (\$10-New Zealand dollars).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Criterion Referenced Tests, \*Job Analysis, \*Job Skills, Job Training, \*On the Job Training, Performance Tests, \*Student Evaluation, \*Teaching Methods, \*Teaching Skills, Technical Education, Vocational Education

This handbook provides a short, simple, non-academic, and practical guide on instruction in an on-the-job setting. It teaches job instructors the skills, knowledge, and techniques necessary to carry out job training in vocational and technical areas. Part 1 focuses on elements present in the job instruction setting that must be weighed to maximize learning—training process, learning process, mechanics of learning, learner, and job instructor. Part 2 discusses communications, motivation, and human relations factors relevant to the job instructor. Part 3 presents 10 principles of good job instruction and discusses how they lead to the step-by-step process of job training. Part 4 is an overview of instructional methods, techniques, and aids. Each method is defined, and advantages, disadvantages, uses, and standard format are provided. Part 5 describes aids that could assist instructors in a wide range of vocational training tasks. The focus of part 6 is how to tackle job instruction in a logical manner. Topics are preparation, job breakdowns, training task breakdowns, and attitudinal training. Part 7 discusses the best methods of confirming that the learner has met the desired standard and basic reporting and recording requirements. (YLB)

ED 256 877

CE 041 376

Guidelines for Employers on the Training and

Development of Clerical Workers.

Vocational Training Council, Wellington (New Zealand).

Pub Date—[83]

Note—19p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, \*Clerical Workers, Foreign Countries, Models, \*Office Occupations Education, \*Off the Job Training, \*On the Job Training, Program Development, \*Program Implementation, \*Staff Development, Staff Orientation

Identifiers—New Zealand

These principles are intended for application by employers of large or small organizations who wish to improve the efficiency of clerical workers. They include policies and practices that respond to social and technological changes and implement a systematic approach to training. Seven principles highlight the value of training clerical workers. Discussion follows of three basic policies and practices that may be used to improve clerical training and the effectiveness of clerical workers. They include responding to technological change, taking account of social change, and implementing the systems approach to training. A model is presented in 11 steps: consider organizational objectives and policies, set training objectives and policies, name the position, prepare job descriptions, prepare a job specification, establish performance levels for training, decide who will do the training and train the trainers, recruit the person most suited to the job, plan the training, implement the training program, and assess the effectiveness of the training. Appendix: include sample job specifications, a training checklist for identification of training needs, a sample training program, and a sample training record. (YLB)

ED 256 878

CE 041 377

Follow Up Study of Female Radio and TV Servicing

Apprentices. Part 1.

Society for Research on Women, Auckland (New Zealand).

Spons Agency—Vocational Training Council, Wellington (New Zealand).

Pub Date—81

Note—39p.; This study was carried out for the

Women's Advisory Committee of the Vocational Training Council.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Apprenticeships, \*Career Choice, Dropout Research, Dropouts, Females, Followup Studies, Foreign Countries, \*Nontraditional Occupations, \*Sex Discrimination, Sex Fairness, Student Attitudes, \*Television Radio Repairs, Trade and Industrial Education, Vocational Followup, \*Women Education

Identifiers—New Zealand

Female program completers and dropouts from a one-year course in radio and television servicing at Auckland Technical Institute (New Zealand) were followed up. Respondents included nine completers from the 1977 course, eight completers from the 1978 course, and three dropouts. Background information showed that 10 completers started the course straight from school, 2 had been working at related jobs, and 5 had worked in traditional women's occupations. Five had no interest in electronics, five expressed mild interest, and seven had been interested in electronics. Newspaper advertisements had interested nine in the course. Math was voted overwhelmingly the most helpful subject taken at school. The students arranged their own apprenticeships. Six respondents found management enthusiastic; four found it quite encouraging; three had negative responses initially; one was doubtful; and two thought they were regarded as assemblers. Male apprentices were generally accepting, while unskilled men were not supportive. Only two respondents thought they were receiving discrimination. Fourteen were currently employed in the electronics industry. Eleven respondents had no reservations about having chosen electronics as a career. All respondents planned to complete their apprenticeships. (Case studies of the three dropouts are provided.) (YLB)

ED 256 879

Parker, Allan

A Specification for the Training of Trainers. First

Edition.

New Zealand State Services Commission, Wellington; Vocational Training Council, Wellington (New Zealand).

Pub Date—May 82

Note—156p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Competence, Evaluation, \*Job Skills, Performance, \*Program Development, \*Trainers, \*Training Methods, \*Training Objectives

Identifiers—\*Competency Lists

This guide for the providers of training for trainers details the core (job) competencies required for the majority of specialist training jobs. Its purpose is to provide a basis from which the planning and development of training for trainers can proceed. Introductory materials include definitions of the roles of the trainers, other definitions, meanings of the various headings used in the job competency statements, and definitions of competency levels. A table indicates, for each competency, the level of competency needed by the different types of trainers. A description of the target population (trainers) is followed by an outline of modules that includes target population, purpose, and a list of competencies covered. The 31 job competency statements comprise the bulk of this specification. A chart specifies performance measure, competency level for trainer, and instructional setting. Under each numbered statement of job competency are listed the knowledge and skills that enable competence. The competencies are organized under seven topics: analysis of training, design and development of training, delivery of training, evaluation of training, management of training, management of trainers, and trainer's self-development. A glossary of terms is appended. (YLB)

ED 256 880

Wagner, Graham A.

Electronic Data Processing. Report on Training.

National EDP Skills and Training Needs Survey.

New Zealand Council for Educational Research, Wellington; Vocational Training Council, Wellington (New Zealand).

Pub Date—Jul 84

Note—111p.; A report prepared for the EDP Working Party, a Subcommittee of the Vocational Training Council's Micro Electronic Technology Advisory Committee.

Available from—Vocational Training Council, P.O. Box 11-361, Wellington, New Zealand (BNZ9).  
 Pub Type—Reports - Research (143) — Tests/Questionnaires (160)  
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Ladders, \*Data Processing, Educational Needs, Employee Attitudes, Employer Attitudes, Employment Experience, \*Employment Qualifications, Foreign Countries, Industrial Training, Inplant Programs, Interviews, Job Skills, \*Job Training, Needs Assessment, Occupational Information, On the Job Training, \*Personnel Selection, Recruitment  
 Identifiers—New Zealand

A national survey of electronic data processing (EDP) skills and training needs involved 16 representative firms that employed EDP staff. Separate semi-structured interview schedules were used to interview 266 job holders and 63 managers with responsibility for EDP staff and computing systems. Findings indicated 67 percent of EDP staff had not completed or had no tertiary qualification. Not all previous education was related to EDP work. Most staff came directly from tertiary training or previous employment. Managers sought to recruit those with tertiary qualifications related to job needs, but the most important criterion was previous work experience. In recruitment managers had unrealistic expectations, had difficulty recruiting staff, and showed reluctance to hire inexperienced staff and train them on the job. In-house training was not always provided. Staff found training ill-timed or inappropriate for their needs. Half of the managers admitted that training in their firms was inadequate. Career prospects for staff were not good in about one-third of the firms. Managers said schools should offer more courses on the computer. Staff indicated employers should provide better orientation, on-the-job training, and a career path. (Appendixes include EDP position profiles and interview schedules.) (YLB)

ED 256 881 CE 041 383

Holmes, Wally S. And Others  
 Marketing Distributive Education. Secondary Curriculum Guide.

Georgia State Univ., Atlanta. Dept. of Vocational and Career Development; Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency—Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date—85  
 Note—656p.; For a parallel guide in electromechanical technology, see CE 041 384.

Pub Type—Guides - Classroom - Teacher (052)  
 EDRS Price - MF03/PC27 Plus Postage.

Descriptors—Admission Criteria, \*Business Skills, Classroom Techniques, \*Competency Based Education, Criterion Referenced Tests, Curriculum Development, \*Distributive Education, Employment Potential, Evaluation Criteria, Facility Guidelines, Glossaries, Graduation Requirements, \*Job Skills, Learning Activities, \*Marketing, Models, Occupational Information, Recordkeeping, Secondary Education, State Curriculum Guides, State Standards, \*Statewide Planning, Student Evaluation, Student Recruitment

Identifiers—Georgia, Special Needs Students

This curriculum guide is intended to provide vocational teachers, supervisors, administrators, and counselors with a suggested model for organizing a course in general marketing. Discussed first are the philosophy, purpose, and objectives of the course. Second, course admissions and recruitment procedures are outlined. Included in the next three sections are descriptions of occupations related to marketing and distributive education, descriptions of Dictionary of Occupational Titles (DOT) code exit points, a list of employability skills, and a task listing by DOT code. After an outline of the structure and content of the curriculum is presented, a series of user guide sheets are provided. Each of these contains some or all of the following: the task or unit competency addressed, a performance statement, suggested instructional activities, a list of instructional materials needed, estimated class hours, estimated lab hours, a performance objective, and suggested testing activities and resources. Examined next are facility requirements and procedures for adapting the curriculum to serve various special needs students. The following instructional management information is included: guidelines for maintaining student competency records, procedures for criterion-referenced testing, and Georgia perfor-

mance standards required for graduation. A glossary concludes the guide. (MN)

ED 256 882 CE 041 384  
 Electromechanical Technology Secondary Curriculum Guide.

Georgia State Univ., Atlanta. Dept. of Vocational and Career Development; Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency—Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date—85  
 Note—950p.; For a parallel guide in marketing, see CE 041 383.

Pub Type—Guides - Classroom - Teacher (052)  
 EDRS Price - MF06/PC38 Plus Postage.

Descriptors—Admission Criteria, Classroom Techniques, \*Competency Based Education, Criterion Referenced Tests, Curriculum Development, \*Electrical Occupations, Electricity, \*Electromechanical Technology, \*Electronics, Employment Potential, Evaluation Criteria, Facility Guidelines, Glossaries, Graduation Requirements, \*Job Skills, Learning Activities, Models, Occupational Information, Recordkeeping, Secondary Education, State Curriculum Guides, State Standards, Statewide Planning, Student Evaluation, Student Recruitment, \*Vocational Education

Identifiers—Georgia, Special Needs Students

This curriculum guide is intended to provide vocational teachers, supervisors, administrators, and counselors with a suggested model for organizing a course in electromechanical technology. Discussed first are the philosophy, purpose, and objectives of the course. Second, course admissions and recruitment procedures are outlined. Included in the next three sections are descriptions of occupations related to marketing and distributive education, descriptions of Dictionary of Occupational Titles (DOT) code exit points, a list of employability skills, and a task listing by DOT code. After an outline of the structure and content of the curriculum is presented, a series of user guide sheets are provided. Each of these contains some or all of the following: the task or unit competency addressed, a performance statement, suggested instructional activities, a list of instructional materials needed, estimated class hours, estimated lab hours, a performance objective, and suggested testing activities and resources. Examined next are facility requirements and procedures for the curriculum to serve various special needs students. The following instructional management information is included: guidelines for maintaining student competency records, procedures for criterion-referenced testing, and Georgia performance standards required for graduation. A glossary concludes the guide. (MN)

ED 256 883 CE 041 385

Electronics Engineering Technology Curriculum. Georgia State Univ., Atlanta. Dept. of Vocational and Career Development.

Spons Agency—Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date—84  
 Note—158p.; For other guides in this series, see CE 041 386-388.

Pub Type—Guides - Classroom - Teacher (052)  
 EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Classroom Techniques, Computer Oriented Programs, Course Content, Course Descriptions, Curriculum Development, Electrical Systems, Electric Circuits, Electricity, Electromechanical Technology, Electronic Control, \*Electronic Equipment, \*Electronics, \*Electronic Technicians, \*Engineering Technicians, Instrumentation Technicians, Job Skills, Mathematics Instruction, Microcomputers, Models, \*Pretechnology Programs, Problem Solving, Program Descriptions, Program Implementation, Science Instruction, Secondary Education, Semiconductor Devices, Social Studies, State Curriculum Guides, Statewide Planning, \*Technical Education, Technological Advancement

Identifiers—Georgia, Related Subjects Instruction

This guide offers information and procedures necessary to train electronics engineering technicians. Discussed first are the rationale and objectives of the curriculum. The occupational field of electronics engineering technology is described. Next, a curriculum model is set forth that contains information on the standard electronics engineering technology curriculum, electives, and related courses. Each course description contains some or all of the following: a discussion of the content of the course, a list of course prerequisites and co-requisites, credit

hours to be awarded for completion of the course, a course outline, suggested student laboratory activities, a list of student competencies addressed in the course, and a list of recommended texts. Course descriptions are provided for 5 courses in the social and related sciences, 6 courses in mathematics and science, and 19 technical courses. Concluding the guide is a section dealing with equipment needed to implement the curriculum. Appendixes to the guide contain guidelines for implementing a problems course, a list of technical organizations and societies and a list of technical publications and periodicals. (MN)

ED 256 884 CE 041 386

Developing Pre-Technical Secondary Education Programs: Rationale, Content, and Methodology.

Georgia State Univ., Atlanta. Dept. of Vocational and Career Development.

Spons Agency—Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date—84  
 Note—142p.; For other guides in this series, see CE 041 385-388.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Associate Degrees, Career Choice, Computer Oriented Programs, Cooperative Planning, Creativity, Curriculum Development, Decision Making, \*Electromechanical Technology, \*Electronics, Engineering Technicians, High Schools, Information Sources, Job Skills, Mechanical Design Technicians, \*Mechanics (Physics), Models, Physics, Postsecondary Education, \*Pretechnology Programs, Problem Solving, Program Descriptions, Program Implementation, School Business Relationship, Secondary Education, \*Statewide Planning, Team Teaching, \*Technical Education, Technological Advancement

Identifiers—Georgia

This guide outlines the rationale, content, and methodology of a three-part high technology program that was developed in Georgia to provide secondary school students with training in the areas of electronics and electromechanical and mechanical technologies. Discussed first are the Georgia Initiative, the impact of high technology and the role of the engineering technician, Georgia's associate degree engineering technology curriculum, and the pretechnical curriculum model. The next section, which is an outline of the high school curriculum model, includes course descriptions, a list of competencies addressed in the individual courses, a list of affective skills, a discussion of the importance of applied problem solving and creativity in pre-technical curriculum, and examples of high school pre-technical curriculum tracks developed at one high school in Georgia. Provided in a section on implementing a pre-technical curriculum are guidelines pertaining to the following areas: obtaining information, developing a program description, obtaining input from business and industry, organizing a teaching team, problem solving in a high school environment, and obtaining needed equipment and materials. Appendixes to the guide contain a description of a course in unified technical concepts in physics and a career decision model. (MN)

ED 256 885 CE 041 387

Electromechanical Engineering Technology Curriculum.

Georgia State Univ., Atlanta. Dept. of Vocational and Career Development.

Spons Agency—Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date—84  
 Note—203p.; For other guides in this series, see CE 041 385-388.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Classroom Techniques, Course Content, Course Descriptions, Curriculum Development, \*Electromechanical Technology, \*Engineering Technicians, Job Skills, Mathematics Instruction, \*Mechanical Design Technicians, Models, \*Pretechnology Programs, Problem Solving, Program Descriptions, Program Implementation, Science Instruction, Secondary Education, Social Studies, State Curriculum Guides, Statewide Planning, \*Technical Education, Technological Advancement

Identifiers—Georgia, Related Subjects Instruction

This guide offers information and procedures nec-

essary to train electromechanical engineering technicians. Discussed first are the rationale and objectives of the curriculum. The occupational field of electromechanical engineering technology is described. Next, a curriculum model is set forth that contains information on the standard electromechanical engineering technology curriculum, electives, and related courses. Each course description contains some or all of the following: a discussion of the content of the course, a list of course prerequisites, credit hours to be awarded for completion of the course, a course outline, a list of student competencies addressed in the course, and a list of recommended texts. Course descriptions are provided for 5 courses in the social and related sciences, 6 courses in mathematics and science, and 33 technical courses. Concluding the guide is a section dealing with equipment needed to implement the curriculum. Appendixes to the guide contain guidelines for implementing a problems course, a list of technical organizations and societies and a list of technical publications and periodicals. (MN)

**ED 256 886** CE 041 388  
Mechanical Engineering Technology Curriculum.  
Georgia State Univ., Atlanta. Dept. of Vocational and Career Development.

Spons Agency—Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date—84  
Note—163p.; For other guides in this series, see CE 041 385-387.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Classroom Techniques, Computer Oriented Programs, Course Content, Course Descriptions, Curriculum Development, Design, Electromechanical Technology, \*Engineering Technicians, Job Skills, Manufacturing, Mathematics Instruction, \*Mechanical Design Technicians, \*Mechanics (Physics), Models, Physics, \*Pretechnology Programs, Problem Solving, Program Descriptions, Program Implementation, Science Instruction, Secondary Education, Social Studies, State Curriculum Guides, Statewide Planning, \*Technical Education, Technological Advancement

Identifiers—\*Computer Assisted Design, \*Computer Assisted Manufacturing, Georgia, Related Subjects Instruction

This guide offers information and procedures necessary to train mechanical engineering technicians. Discussed first are the rationale and objectives of the curriculum. The occupational field of mechanical engineering technology is described. Next, a curriculum model is set forth that contains information on the standard mechanical engineering technology curriculum, electives, and related courses. Each course description contains some or all of the following: a discussion of the content of the course, a list of course prerequisites, credit hours to be awarded for completion of the course, a course outline, a list of student competencies addressed in the course, and a list of recommended texts. Course descriptions are provided for 5 courses in the social and related sciences, 6 courses in mathematics and science, and 18 technical courses. Concluding the guide is a section dealing with equipment needed to implement the curriculum. Appendixes to the guide contain guidelines for implementing a problems course, a list of technical organizations and societies, and a list of technical publications and periodicals. (MN)

**ED 256 887** CE 041 389  
Georgia Vocational Student Assessment Project.  
Final Report.

Southern Association of Colleges and Schools, Atlanta, Ga.; Vocational Technical Education Consortium of States, Atlanta, Ga.

Spons Agency—Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date—1 Sep 84  
Note—286p.

Pub Type—Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Item Analysis, Job Skills, \*Machine Tool Operators, Machine Tools, Secondary Education, \*Sheet Metal Work, \*State Programs, Task Analysis, \*Test Construction, Test Format, \*Test Items, Test Reliability, Test Validity, Trade and Industrial Education, Vocational Education, \*Welding

Identifiers—\*Georgia  
A project was conducted to develop vocational

education tests for use in Georgia secondary schools, specifically for welding, machine shop, and sheet metal courses. The project team developed an outline of an assessment model that included the following components: (1) select a program for use in developing test items; (2) verify duties, tasks, and performance objectives; (3) review existing test items; (4) develop criterion-referenced test items; (5) edit test items; (6) field test items; and (7) design a storage and retrieval system for criterion-referenced test items. The project team followed these seven steps to create evaluation instruments. Results of the project were three tests: a 68-item multiple-choice test for welding courses, and 100-item multiple choice tests for machine shop and sheet metal courses. (These tests make up the majority of this document. Worksheets used in developing the tests are included in appendixes to this report.) (KC)

**ED 256 888** CE 041 390  
Shorthand 200. A Self-Paced Program for Intermediate Shorthand. Instructor Guide.

Carroll County Area Vocational-Technical School, Carrollton, GA.; Georgia State Univ., Atlanta. Spons Agency—Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date—84  
Note—202p.; For related documents, see CE 041 391-392.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Business Skills, \*Classroom Techniques, Course Content, \*Dictation, Individualized Instruction, Job Skills, Learning Modules, Office Occupations Education, \*Office Practice, Postsecondary Education, \*Programmed Instructional Materials, Secretaries, \*Shorthand, Teaching Methods, \*Typewriting

This shorthand program was developed for instructors who wish to use the individualized method of teaching intermediate shorthand on the postsecondary level. Based on Gregg Shorthand, Series 90, it is designed to be used as the second course in the student's shorthand program. The shorthand material as described in this instructor's manual is composed of 11 units. A unit guide sheet provides instructions for the student for completing each unit. The teacher's guide is organized in 10 sections. The first three sections describe the components of the program, the format of the program, and steps for installing it, while the fourth section specifies the requirements for student homework. Duties of instructors, teacher aides, and students are the subjects of the next three sections. The eighth section discusses evaluation and grading, while the next section provides a grade sheet for Shorthand 200. The final section contains miscellaneous suggestions for carrying out the program. An appendix, which makes up the bulk of the document, contains the following materials: shorthand procedures; keys to unit examinations; alternate unit examinations; and brief form tests; and many scripts for mailable letters. (KC)

**ED 256 889** CE 041 391  
Shorthand 200. A Self-Paced Program for Intermediate Shorthand. Student Manual.

Carroll County Area Vocational-Technical School, Carrollton, GA.; Georgia State Univ., Atlanta. Spons Agency—Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date—84  
Note—38p.; For related documents, see CE 041 390-392.

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, Business Skills, Course Content, \*Dictation, Individualized Instruction, Job Skills, \*Learning Activities, Learning Modules, Office Occupations Education, \*Office Practice, Postsecondary Education, \*Programmed Instructional Materials, Secretaries, \*Shorthand, \*Typewriting

This manual was developed to lead students through an individualized program of intermediate shorthand at the postsecondary level. Based on Gregg Shorthand, Series 90, it is designed to be used in the second course in the student's shorthand program. The shorthand materials as described in this student guide are composed of 11 units. This manual contains the information sheets and unit guide sheets that students will need to complete the course. Six sections of information sheets provide information on the following: general information about the program, instructions for mailable letters, what makes a letter mailable, rules for appearance,

business letters, and instructions for speed tests. Unit guide sheets contain unit name and title, objective, and step-by-step activities for completing each of the 11 units. (KC)

**ED 256 890** CE 041 392

Shorthand 200. A Self-Paced Program for Intermediate Shorthand. Student Tests.

Carroll County Area Vocational-Technical School, Carrollton, GA.; Georgia State Univ., Atlanta. Spons Agency—Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date—84  
Note—31p.; For related documents, see CE 041 390-391.

Pub Type—Tests/Questionnaires (160)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business Skills, \*Dictation, Individualized Instruction, Job Skills, Learning Modules, \*Office Occupations Education, \*Office Practice, Postsecondary Education, Programmed Instructional Materials, Secretaries, \*Shorthand, \*Test Items, \*Typewriting, Units of Study

This shorthand program was developed to teach intermediate shorthand in an individualized manner on the postsecondary level. Based on Gregg Shorthand, Series 90, it is designed to be used as the second course in the student's shorthand program. This folder contains unit examinations and alternate examinations for the 11 units of the program, along with a brief form test. The tests are to be used to determine the student's grasp of the material presented in the Shorthand 200 program. (KC)

**ED 256 891** CE 041 393

Word Processing Services, Inc. A Task Simulation for Office Occupations. Employer Manual.

Georgia State Univ., Atlanta. Spons Agency—Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date—84  
Note—85p.; For a related document, see CE 041 394.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Business Skills, Dictation, Job Skills, Learning Activities, Learning Modules, \*Office Occupations Education, \*Office Practice, Postsecondary Education, \*Secretaries, Simulated Environment, \*Simulation, \*Typewriting, \*Word Processing

This word processing task simulation was developed for use in an office occupations laboratory at the postsecondary level. Its purpose is to give the student an opportunity to become familiar with the tasks and duties that may be performed by word processing personnel. This "employer" manual is designed to aid teachers in implementing the word processing simulation. It contains general information about the simulated company and 24 jobs keyed to those of the student ("employee") manual. Each job is described on an instructor guide sheet that contains the job title, job description, a list of materials, supplies and/or equipment needed, and suggested requirements for prerequisites and accuracy. Jobs in the manual include the following: dictation of correspondence from drafts; evaluation of pre-recorded dictation; dictation of reply to business letter; keyboarding, storing, and printing of mailing list; preparation of form letter; determination of priority of work tasks; transcription of dictation; keyboarding of handwritten correspondence; proofreading and keyboarding of business letters and memoranda; keyboarding, printing, and storing of minutes of a meeting, business letter, financial statement, and correspondence; keyboarding and merging of purchase orders and variables; transcription of letters containing errors from pre-recorded dictation; dictation of replies to correspondence; and keyboarding and printing of manuscripts. (KC)

**ED 256 892** CE 041 394

Word Processing Services, Inc. A Task Simulation for Office Occupations. Employee Manual.

Georgia State Univ., Atlanta. Spons Agency—Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date—84  
Note—98p.; For a related document, see CE 041 393.

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Business Skills, Dictation, Job Skills, Learning Activities, Learning Modules, \*Office Occupations Education, \*Office Practice, Postsecondary Education, \*Secretaries, Simulated En-



Environment, \*Simulation, \*Typewriting, \*Word Processing

This word processing task simulation was developed for use in an office applications laboratory at the postsecondary level. Its purpose is to give students an opportunity to become familiar with the tasks and duties that may be performed by word processing personnel. Following a section of general information about the simulated company, the "employee" (student) manual consists of 24 jobs to be performed by students. Each job is introduced by a job request that provides instructions for completing the task. Jobs in the manual include the following: dictation of correspondence from drafts; evaluation of pre-recorded dictation; dictation of reply to business letter; keyboarding, storing, and printing of mailing list; preparation of form letter; determination of priority of work tasks; transcription of dictation; keyboarding of handwritten correspondence; proofreading and keyboarding of business letters and memoranda; keyboarding, printing, and storing of minutes of a meeting, a business letter, financial statements, and correspondence; keyboarding and merging of purchase orders and variables; transcription of letters containing errors from pre-recorded dictation; dictation of replies to correspondence; and keyboarding and printing of manuscripts. (KC)

ED 256 893 CE 041 395

**Making Georgia Jobs, Inc. Flow. Guidelines for Converting a Task Simulation into a Work-Flow Simulation.**

Troup County Area Vocational-Technical School, LaGrange, Ga.  
Spons Agency—Georgia State Dept. of Education, Atlanta.  
Office of Vocational Education.  
Pub Date—85

Note—129p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Business Skills, Experiential Learning, Job Skills, Occupational Information, \*Office Occupations Education, \*Office Practice, Postsecondary Education, Recordkeeping, Records (Forms), Secretaries, Simulated Environment, \*Simulation, \*Teaching Methods, Typewriting, Word Processing

This manual has been prepared for those instructors who wish to use the Georgia Jobs, Inc. (task simulation) materials in a work-flow setting. It includes information on planning that must be done prior to beginning the simulation as well as information on organizing and implementing it. The manual is organized in eight sections. The first section gives pre-planning advice, including a layout of the classroom for the simulation and a list of equipment and supplies needed. The second section, which covers organizing work flow, contains organization charts and work forms; while the third section contains job descriptions for 10 types of employees. This is followed by a section on beginning the instruction and a secretary's manual with information on typing letters. In the sixth section, information about the company is given, and forms for special jobs are provided. The seventh section provides information on student evaluation, while the final section contains miscellaneous information about the company and conducting the simulation. (KC)

ED 256 894 CE 041 396

**Calloway & Fletcher, Inc. A Word Processing Administrative Support Secretary Position Simulation. Employer's Manual. [and] Forms Packet.**

Savannah Area Vocational-Technical School, GA.  
Spons Agency—Georgia State Dept. of Education, Atlanta.  
Office of Vocational Education.  
Pub Date—84

Note—140p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Business Skills, Job Skills, Learning Activities, \*Office Occupations Education, \*Office Practice, Postsecondary Education, Recordkeeping, Records (Forms), \*Secretaries, Simulated Environment, \*Simulation, \*Typewriting, \*Word Processing, Worksheets

This word processing administrative support secretary position simulation has been developed for use in an office applications laboratory at the postsecondary level. Its purpose is to give the student an opportunity to become familiar with the tasks and duties that may be performed by an administrative support secretary. This employer manual provides a company history, organizational chart, a list of administrative support secretary duties and responsibilities, evaluation and grading information, employer evaluation sheet, word processing efficiency rating form, and student task evaluation form. The main part of the manual consists of 33 jobs for students to perform, with the necessary simulated information for the "Calloway and Fletcher" company. Each job includes a description, materials and equipment list, and requirements for proficiency and accuracy. Some of the jobs are the following: typing an itinerary, an invitation, and a letter; compiling and typing a list of names and telephone numbers; typing a manuscript from dictation; typing memoranda; gathering information and composing an answer to a letter; typing minutes of a meeting from dictation; typing bills of lading, expense reports, a table for a monthly marketing report, and a form letter on a word processor; typing labels for folders and filing them alphabetically; typing a purchase order; proofreading and correcting a balance sheet; determining postage; sorting incoming mail; making up a calendar; typing a letter from dictation; calling businesses; and recalling and revising a sales report. Appended is a forms packet that includes the following: (1) letterhead; (2) memorandum; (3) absentee call-in slip; (4) personnel leave record; (5) payroll register; (6) bill of lading; (7) employee expense statement; (8) purchase order; (9) address labels; (10) calendar; and (11) mail register. (KC)

ilities, evaluation and grading information, employer evaluation sheet, word processing efficiency rating form, and student task evaluation form. The main part of the manual consists of 33 jobs for students to perform, with the necessary simulated information for the "Calloway and Fletcher" company. Each job includes a description, materials and equipment list, and requirements for proficiency and accuracy. Some of the jobs are the following: typing an itinerary, an invitation, and a letter; compiling and typing a list of names and telephone numbers; typing a manuscript from dictation; typing memoranda; gathering information and composing an answer to a letter; typing minutes of a meeting from dictation; typing bills of lading, expense reports, a table for a monthly marketing report, and a form letter on a word processor; typing labels for folders and filing them alphabetically; typing a purchase order; proofreading and correcting a balance sheet; determining postage; sorting incoming mail; making up a calendar; typing a letter from dictation; calling businesses; and recalling and revising a sales report. Appended is a forms packet that includes the following: (1) letterhead; (2) memorandum; (3) absentee call-in slip; (4) personnel leave record; (5) payroll register; (6) bill of lading; (7) employee expense statement; (8) purchase order; (9) address labels; (10) calendar; and (11) mail register. (KC)

ED 256 895 CE 041 399

**Vocational-Technical Education. Guidelines for Local Advisory Councils.**

Maryland State Advisory Council on Vocational-Technical Education, Baltimore.  
Pub Date—84

Note—22p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Advisory Committees, \*Educational Cooperation, Educational Legislation, \*Federal Legislation, Labor Needs, Needs Assessment, \*Participative Decision Making, Postsecondary Education, \*School Districts, Secondary Education, State Legislation, Statewide Planning, \*Vocational Education

Identifiers—\*Education Amendments 1976, Maryland

This handbook is designed to assist local boards of education, postsecondary educational institutions, and local advisory councils (LACs) in establishing LACs on vocational-technical education. (LACs are a mandatory prerequisite for receiving Federal funds in support of local vocational-technical education programs, services, and facilities.) Information contained in Title II-Vocational Education of the Education Amendments of 1976—which relates to establishment and responsibilities of LACs on vocational-technical education, is provided first. Other contents include a list of LAC functions, recommended by-law, possible council activities, and a chart showing the general relationship between the groups involved and the lines of communication for implementation of the law by LACs. A copy is provided of the cooperative agreement existing between the State Advisory Council on Vocational-Technical Education and the Division of Vocational-Technical Education, Maryland State Department of Education, regarding joint and special technical assistance to LACs not explicitly delineated in the Federal legislation. Guidelines for the use of state vocational education funds are followed by an extract from the Annotated Code addressing the establishment of LACs in Maryland. The handbook concludes with a description of the Maryland organization for implementation of the Job Training Partnership Act and a suggested LAC calendar of activities. (YLB)

ED 256 896 CE 041 403

**Perona, Gerald. Fowler-Hill, Sandra**

**A Model for the Educational Component of the JTPA Dislocated Worker Project. Reemployment, Education Assistance Program (REAP).**

Gateway Technical Inst., Kenosha, Wis.  
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.  
Pub Date—Jun 85

Note—133p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Career Counseling, \*Career Education, Classroom Techniques, Course Content, Course Descriptions, Demonstration Programs, \*Dislocated Workers, Employment Potential, \*Employ-

ment Services, Guidelines, Instructional Materials, \*Job Search Methods, Job Skills, Job Training, Learning Activities, Learning Modules, Lesson Plans, Media Selection, Models, Recordkeeping, Resources, \*Retraining, Worksheets

Identifiers—Dislocated Worker Project, Job Club, \*Job Training Partnership Act 1982, \*Reemployment Education Assistance Program

This curriculum guide is intended to serve as a model for the educational component of a Job Training Partnership Act (JTPA) reemployment training program for dislocated workers. The first section consists of a profile of the Dislocated Worker Project curriculum and an institutional data sheet. Included in the next section are an introduction to course instructors, an explanation of the Reemployment, Education Assistance Program (REAP) Dislocated Worker Program, guidelines for implementing attendance procedures, a REAP application form, and an introductory student guide sheet. Planning and management worksheets on the following topics are provided: program goals, program content, course tasks, course objectives, educational media, instructional materials, resource persons, available resources on dislocated workers, and student progress records. The remaining two-thirds of the guide consists of instructional units dealing with becoming oriented to the program, developing strategies for immediate reemployment and training, and mastering strategies for education. Each unit contains some or all of the following: a task statement; prerequisites and estimated times; an introduction; a unit outline; and a series of learning modules, each of which contains instructor guidelines, a module overview, and a study guide. Appended to the guide is a description of the job qualifications and duties of a job club specialist. (MN)

ED 256 897 CE 041 406

**Golembski, Marcia. And Others**

**Job Search Guide. Second Edition.**

Maine Commission for Women, Augusta.  
Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta.

Pub Date—84

Note—47p.; Also sponsored by the Cumberland County Training Resource Center, Portland, ME.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, \*Career Choice, Career Education, Career Exploration, \*Career Planning, \*Employment Interviews, \*Females, Job Application, \*Job Search Methods, Resumes (Personal)

This workbook is designed to aid women in finding ways to prepare for work, deciding on the right work for them, and getting the job. Questionnaires and forms with instructions are provided in each section to aid the user in a job search. Section I is a preface. Section II concerns preparing for work. Questions elicit information on life and work experiences. A personal inventory form is provided to organize this information. Information on choosing the right job is then presented. Section III deals with questions of deciding on work suited to the individual. It includes sources for job ideas, guidelines for an occupational investigation, a worksheet for occupational research, information on job rights and discrimination, tips on long-term planning, a graph to match careers and needs and a career timetable. Obstacles are briefly considered. Section IV focuses on job search. It rates job search methods, provides a checklist for finding a job, and discusses how to prepare a resume, cover letter, and application. Outlines are presented for a resume and cover letter. Interview questions and interviewing guidelines are listed. Section V focuses on handling discrimination. Descriptions of legislation regarding discrimination, benefits, hours, and working conditions and addresses at which to file complaints are provided. (YLB)

ED 256 898 CE 041 407

**Concerns within the Job Training Community over Labor's Ability to Implement the Job Training Partnership Act.**

General Accounting Office, Washington, D.C. Div. of Human Resources.

Report No.—GAO/HRD-85-61

Pub Date—22 Apr 85

Note—24p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, \*Agency Role, Delivery Systems, Educational Legislation, \*Employment Programs, Federal Legislation,

Federal State Relationship, Job Layoff, National Surveys, Program Administration, Program Effectiveness, Program Implementation, \*Public Agencies, Public Policy, \*Reduction in Force Identifiers—Department of Labor, \*Employment and Training Administration, \*Job Training Partnership Act 1982

A study examined the role of the U.S. Department of Labor in implementing the Job Training Partnership Act (JTPA). Staff from the General Accounting Office (GAO) interviewed officials from the Employment and Training Administration (ETA) and Office of Inspector General (OIG); ETA regional officials in four cities; state JTPA officials in five States; and officials from the National Alliance of Business, the National Association of Counties, the National Conference of State Legislatures, and the National Governors' Association. Those interviewed expressed concern that the May 1984 reduction-in-force (RIF) at ETA has resulted in low staff morale, lost program expertise among ETA staff, and lost program efficiency and program delays. Concern was also expressed over the fact that the States have received only limited policy guidance from ETA while, at the same time, having been subject to close scrutiny through audits and evaluations by OIG, ETA, and the GAO. (Attachments to this report include four tables and seven figures detailing the effects of the May 1984 RIF and resulting reorganization at ETA.) (MN)

ED 256 899 CE 041 409

Bureau of Labor Statistics Employment Projections: Detailed Analysis of Selected Occupations and Industries. Report to the Honorable Berkeley Bedell, United States House of Representatives. General Accounting Office, Washington, D.C. Report No.—GAO/OCE-85-1  
Pub Date—25 Apr 85  
Note—80p; For a related document, see CE 041 546.

Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20877 (First five free; additional copies: bound—\$3.25, unbound—\$1.00).

Pub Type—Reports—Research (143)  
EDRS Price—MF01/PC04 Plus Postage.

Descriptors—"Data Analysis," "Data Collection," "Data Interpretation," "Employment Projections," "Employment Statistics," "Information Sources," "Labor Needs, Models, Occupational Information, Predictive Validity, Productivity, Reliability, Simulation, Statistical Analysis, Statistical Bias," "Trend Analysis, Validity"

Identifiers—Bureau of Labor Statistics

To compile its projections of future employment levels, the Bureau of Labor Statistics (BLS) combines the following five interlinked models in a six-step process: a labor force model, an econometric model of the U.S. economy, an industry activity model, an industry labor demand model, and an occupational labor demand model. The BLS was asked to perform two sets of computer simulations in order to show the relative impacts of five determinants—gross national product (GNP), demand distribution, productivity, input-output coefficients, and staffing pattern ratios—on the 1995 BLS employment projections. In the first set of simulations, one determinant at a time was assigned its 1995 projected value, while the others were held constant at their 1977 values. In the second set of simulations, BLS was asked to reverse the procedure used for the first set, to use 1982 as the benchmark year, and to make the analysis for all workers rather than solely for wage-and-salary workers. The results of these simulations suggested that labor productivity is likely to increase substantially and that changes in input-output coefficients will increase the demand for labor in the industries examined. (Attachments to this report include a detailed explanation of the BLS employment forecasting system and tables summarizing the results of the two sets of simulations.) (MN)

ED 256 900 CE 041 419

Lane, Martha A. Handbook for Volunteer Reading Aides. Lutheran Church Women, Philadelphia, Pa. Pub Date—84

Note—160p  
Available from—Lutheran Church Women, 2900 Queen Lane, Philadelphia, PA 19129-1091 (\$5.00 plus postage and handling).

Pub Type—Guides—Non-Classroom (055)  
EDRS Price—MF01/PC07 Plus Postage.

Descriptors—\*Adult Basic Education, \*Adult Learning, \*Adult Literacy, Adult Programs, \*Adult Reading Programs, Adult Students, Check Lists, Classroom Techniques, Community Programs, Computer Assisted Instruction, Dyslexia, Educational Strategies, Guidelines, Informal Reading, Inventories, Instructional Materials, Learning Activities, \*Literacy Education, Neighborhoods, Reading Comprehension, Spelling Instruction, Student Needs, Teacher Role, Teaching Methods, \*Tutorial Programs, Tutoring, Vocabulary Development, Volunteers, Writing Skills

Identifiers—United States

This guide is designed to assist volunteer tutors participating in an adult literacy program. Discussed in the first chapter are the meaning of the term functional literacy, the way in which we get meaning from print, and word identification skills. The next two sections deal with the history of literacy education in industrialized countries and volunteer literacy efforts in the United States. Examined next are some of the reasons why adults cannot read and the attitudes of many nonreaders. The next several sections include some general do's and don'ts for tutors as well as specific techniques for teaching vocabulary, spelling, writing, and reading comprehension. Guidelines are also set forth for setting up a neighborhood reading center, using computer-assisted tutoring techniques, and helping students visit and use a library. A chapter on dyslexia contains an informal reading inventory, a reading placement test, job descriptions for a reading center coordinator and a volunteer reading aide, sample instructional materials, a list of study techniques, and a selected bibliography. (MN)

ED 256 901 CE 041 420

Robotics. Guidance for Further Education. FEU/PICKUP Project Report.

Further Education Unit, London (England).

Report No.—ISBN-0-946469-33-4

Pub Date—Apr 85

Note—51p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Automation, Behavioral Objectives, Course Content, \*Curriculum Development, \*Educational Needs, Electromechanical Technology, Employee Attitudes, \*Employment Qualifications, Foreign Countries, Glossaries, Guidelines, Instructional Materials, Job Skills, Needs Assessment, Occupational Information, Postsecondary Education, \*Program Content, \*Robotics, Surveys, Technical Education, \*Vocational Education

Identifiers—Great Britain

This report contains materials to assist teachers and others in designing curricula in robotics. The first section includes the results of a survey of technicians and supervisors in nine companies involved with robots that was designed to gather information concerning the education and training needed to prepare for a career in robotics. The second section suggests broad guidelines for the design of courses dealing with robotics. Next, existing British curricula in robotics are reviewed. The fourth section consists of a brief discussion of the problem of identifying appropriate support for courses in robotics. Appendixes comprising approximately three-fourths of the booklet include instructional text on the robot as a device, robot stations, and robot applications; a list of curriculum objectives for robotics; a list of selected references, and a glossary. (MN)

ED 256 902 CE 041 421

Progressing to College: A 14-16 Core. An FEU View.

Further Education Unit, London (England).

Report No.—ISBN-0-946469-63-6

Pub Date—Apr 85

Note—15p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Articulation (Education), Basic Skills, Behavioral Objectives, Classroom Techniques, \*College Preparation, Coping, \*Core Curriculum, Daily Living Skills, Delivery Systems, \*Developmental Studies Programs, \*Dropout Programs, \*Educational Needs, Educational Policy, Foreign Countries, Position Papers, Program Implementation, Publicity, Secondary Education, \*Transitional Programs

Identifiers—\*Great Britain

The Further Education Unit (FEU) believes that young school leavers should be able to check their

achievements against a core of entitlement. Therefore, the FEU is proposing a core curriculum to support the successful transition of the school leaver aged 16 or older to adult life. The core, which is intended to serve as a diagnostic and planning checklist from which individual programs can be constructed, addresses the following areas: adaptability, role transition, physical skills, interpersonal skills; values, communication and numeracy, problem solving, information technology, society, learning skills, health education, creativity, environment, science and technology, and coping. Teachers should incorporate such pupil learning strategies as experiential learning, participation and negotiation, and community involvement into transition programs based on core objectives to encourage pupils to internalize and apply their learning, take responsibility for it, and recognize a variety of experiences as a part of it. Preserve and inservice training that reflect the broadening of the role of teachers to become managers of learning should be provided, and school organization should be reappraised to support the achievement of core aims. Extensive publicity will also be necessary so that practitioners, parents, and industry will accept the new core. (MN)

ED 256 903 CE 041 422

Youth Studies Abstracts. Vol. 4 No. 2. Australian National Univ., Canberra. National Clearinghouse for Youth Studies.

Pub Date—May 85

Note—150p.

Journal Cit—Youth Studies Abstracts; v4 n2 May 1985

Pub Type—Reference Materials—Directories/Catalogs (132)—Collected Works—Serials (022)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Access to Education, Apprenticeships, Career Counseling, \*Career Education, Community Colleges, Community Programs, Disabilities, Educational Assessment, Educational Needs, \*Educational Policy, \*Educational Practices, Equal Education, Family Role, Foreign Countries, Higher Education, Job Training, Labor Market, Migrant Youth, Parent Role, Participation, Postsecondary Education, Program Evaluation, School Holding Power, Secondary Education, Student Certification, Student Characteristics, Student Evaluation, Student Needs, Technical Education, \*Vocational Education, \*Youth Employment, \*Youth Programs

Identifiers—Australia

This volume consists of a total of 138 abstracts of documents dealing with youth and educational programs for youth. Included in the volume are 55 abstracts of documents dealing with social and educational developments and 83 abstracts of program reports, reviews, and evaluations. Abstracts are grouped according to the following subject areas: apprenticeship; assessment, credentials, and reporting; career education and counseling; community and postcompulsory colleges; disabled and handicapped students; education (access and opportunity; funding and resources; participation and retention; policy, recurrent education, and vocational training); employment; evaluations; families and parents; females; higher education; migrants; programs (benefits and allowances, community programs, educational programs, and labor market); schools and schooling; school students; and technical and further education (TAFE). Each citation includes complete bibliographic data for the given document and an abstract. Subject and author indexes are provided. (MN)

ED 256 904 CE 041 423

Igodan, O. Chris Newcomb, L. H. Burnout among Extension Agents in the Ohio Cooperative Extension Service.

Pub Date—85

Note—14p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Burnout, Employee Attitudes, \*Extension Agents, Individual Characteristics, \*Job Satisfaction, Organizational Climate, State Surveys, \*Stress Variables, Tables (Data), \*Work Attitudes, Work Environment

Identifiers—\*Cooperative Extension Service, \*Ohio

A study examined the extent and causes of burnout among extension agents in Ohio. From the 241 extension agents working in the 88 counties of Ohio, researchers selected a random sample of 101 agents. Included in the sample were 34 agriculture



agents, 33 home economics agents. Included in the sample agents were asked to complete a survey questionnaire designed to collect data concerning personal, organizational, and job (environmental) factors. Of the 91 surveys returned, 89 were usable. The Ohio extension agents were found to experience a low to moderate level of burnout, with less than 20 percent of them appearing to manifest a high level of burnout. In general, the younger agents—those between the ages of 20 and 30—experienced higher levels of burnout. Males and females experienced the same relative levels of burnout, with single individuals undergoing significantly higher levels of burnout than their married counterparts. Job satisfaction was the best single predictor of burnout when all significant independent variables were entered in a stepwise regression equation. As a group, the 4-H agents experienced more burnout than did the agriculture or home economics agents. (MN)

ED 256 905 CE 041 425

Sampson, James P., Jr. And Others  
A National Survey of the Use of DISCOVER and SIGI: Technical Report No. 1.  
Florida State Univ., Tallahassee. Clearinghouse for Computer-Assisted Guidance Systems.  
Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—Apr 85

Note—48p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, \*Career Counseling, \*Career Education, \*Career Guidance, \*Computer Oriented Programs, Educational Practices, National Surveys, \*Online Systems, Postsecondary Education, Secondary Education Identifiers—\*Computer Assisted Counseling, Computer Assisted Guidance, DISCOVER System, \*System of Interactive Guidance and Information

A study examined patterns of the use of two computer-assisted career guidance (CAG) systems—the DISCOVER System and the System of Interactive Guidance and Information (SIGI)—at educational institutions throughout the country. A 30-item questionnaire was mailed to each of the 677 institutions across the United States that were identified as using either CAG system. Of those institutions contacted, 438 completed questionnaires, yielding a 64.7 percent response rate. Most of those institutions using a CAG system did so on microcomputers. The systems were used more widely in smaller than in larger schools. Some postsecondary institutions were using the systems as recruitment tools and, although neither system was designed for use by adults, adult students were said to be requesting and receiving services involving CAG. In many cases, CAG systems were being used as an integral part of traditional career guidance and educational services. In many cases, however, institutions have not engaged in the planning, staff training, and evaluation efforts necessary to deliver services that allow clients to obtain the full measure of benefits possible with this technology. To improve the use of CAG systems, professional associations, system developers, and user groups must establish standards for the provision of services. (The survey instrument is appended.) (MN)

ED 256 906 CE 041 426

Corthell, David W. VanBoskirk, Charles  
Continuum of Services: School to Work. Report from the Study Group. Institute on Rehabilitation Issues (11th, San Antonio, Texas, June 1984).

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date—Jun 84

Note—126p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, \*Agency Cooperation, Change, Change Strategies, Cooperative Programs, \*Disabilities, \*Education Work Relationship, Federal Legislation, Guidelines, Models, Postsecondary Education, Secondary Education, \*Special Education, \*Vocational Education, \*Vocational Rehabilitation

This volume is intended to assist providers of services to handicapped youth in helping youth with disabilities to make the transition from school to

work, postsecondary education, or other post-school activities. Chapter I is an overview of this discussion and the topic. Chapter II discusses the historical and legislative background of policies to ensure access and protect the rights of persons with disabilities. Chapter III introduces a diagrammatic framework for conceptualizing the student's movement through the service and outcome continuum. The basic principles governing this movement and the interrelationship and comparability of the services are discussed. Chapter IV concerns building of the collaborative team to avoid unnecessary duplication and overlapping services. Chapter V describes issues related to the dynamics of change, including job territories, differences between power and authority, and techniques for starting a dialogue with other professionals. Guidelines are provided for teams and individuals as they approach the task of implementing change. Chapter VI on elements of change describes categories of interagency collaboration, common interagency elements, and present practices/trends in coordination between vocational rehabilitation, special education, and vocational education. Chapter VII offers comments on some additional issues. An annotated bibliography and list of references are appended. (YLB)

ED 256 907 CE 041 427

Ramey, Lucille

Re-Employment Career Planning & Placement: Evaluation of the Oakland University RECAP/JETS Program.

Oakland Univ., Rochester, MI. School of Human and Educational Services.

Pub Date—Aug 84

Note—81p.; Collaborative effort of the Oakland University Continuum Center, the Ken Morris Labor Studies Center, United Auto Workers, and General Motors Fisher Body Division.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Career Awareness, Career Education, \*Career Planning, Decision Making, \*Dislocated Workers, \*Job Placement, \*Job Search Methods, \*Program Development, Program Effectiveness, Program Evaluation, \*Retraining, Self Evaluation (Individuals), Stress Management

This paper describes the RECAP/JETS program, an acronym that represents the two components of a training process for laid-off workers: Re-employment Career Planning (RECAP) and Job/Education/Training Selection (JETS). A description of the process of program development discusses developing the collaborative network for program design, establishing the planning and delivery team, and developing the program components and the training package. Next, RECAP/JETS training is described. An outline is provided of the three-week RECAP training that includes five broad categories of instructional exercises and skill development: job search skill development, self-awareness and general skill assessment, career awareness and job market information, decision making and planning, and stress management. Content of the three-week JETS component is also outlined. It includes assessment, job search activities, exploration of retraining and education, job search, retirement planning, and evaluation and followup. Evaluation procedures and results and analysis are described. A summary highlights these results: very positive evaluations of assistance in planning and acquiring skills to reach a goal; positive reactions to the value, usefulness, and importance of RECAP and JETS training; an increase in knowledge of effective job search practices; and a slight trend toward lowered anxiety. Instruments are appended. (YLB)

ED 256 908 CE 041 431

Charuhas, Mary S.

A Curriculum for Logical Thinking. NAAESC Occasional Papers, Volume 1, Number 4.

Northern Illinois Univ., DeKalb. Northern Area Adult Education Service Center.

Pub Date—Jun 83

Note—25p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Education, Cognitive Processes, \*Concept Formation, \*Curriculum, \*Curriculum Development, \*Logical Thinking, \*Problem Solving

The purpose of this paper is to demonstrate methods for developing cognitive processes in adult students. It discusses concept formation and concept attainment, problem solving (which involves concept formation and concept attainment), Bruner's

three stages of learning (enactive, iconic, and symbolic modes), and visual thinking. A curriculum for logical thinking is described that would make the processes of concept formation and concept attainment visible by incorporating the visualizing of solutions to problems. Suggestions for a curriculum for logical thinking include encouragement of students' working in pairs or small groups on problem solving and concentration on the process of the reasoning, not the response. Samples of types of problems used in a curriculum for logical thinking follow. Solutions are provided for each exercise. These types of problems appear: concentration, visualization, abstraction, Venn diagrams, pattern seeking, analogy, verbal analogies, inductive reasoning, and charting. (YLB)

ED 256 909 CE 041 433

Quigley, Allan Oddgeirsson, Jean

ABE: Direction through Community Relevance.

NAAESC Occasional Papers, Volume 2, Number 2.

Northern Illinois Univ., DeKalb. Northern Area

Adult Education Service Center.

Pub Date—Apr 84

Note—11p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Accountability, \*Adult Basic Education, \*Adult Students, Community, Community Characteristics, Educational Needs, Program Effectiveness, \*Relevance (Education), School Community Relationship, \*Student Needs

Adult basic education (ABE) teachers are committed to understanding their students and to teaching something useful, something relevant, and something that will give students more control over their world or community. The goal of ABE teachers must then be to be familiar with their students' understanding of their world. ABE teachers are logically the best ones to define much of the content and most of the teaching process. Furthermore, ABE is being held accountable by governmental/political decision makers from an economic perspective, by both prospective employers and further education institutions, by the students' community, and by the further education centers' community. Bringing the community into the classroom has these benefits: effective learning, effective programming, better student attendance and retention, and mutual learning. Drawbacks to this approach include use of more teacher energy, poor student/teacher perceptions, and difficulty in evaluating adults' learning. (YLB)

ED 256 910 CE 041 434

Zwierzyński, Mirles

Some Preliminary Readings for a Sociological Approach to ESL. NAAESC Occasional Papers, Volume 2, Number 3.

Northern Illinois Univ., DeKalb. Northern Area Adult Education Service Center.

Pub Date—Jun 84

Note—39p.

Pub Type—Opinion Papers (120) — Information

Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adult Education, \*Curriculum Development, \*Educational Sociology, \*English (Second Language), Immigrants, \*Second Language Instruction, \*Social Control

A sociological approach to English as a Second Language (ESL) instruction allows for convergence of perspectives from the sociology of education and from adult education. ESL programs for immigrants have historically been purposely designed to make newcomers incorporate the values and beliefs of people in power. Sociologists of education working in their field under a critical approach have developed theories of reproduction and of resistance. Reproduction theorists see education as an aspect of cultural reproduction in society or as a means to reproduce the economic structure of society. Theories of resistance seek to identify in the resistance to dominant culture a base for political action through counter-cultural intervention in educational institutions. Three basic assumptions are implicit in curriculum development: the negative approach to the nature and uses of conflict, the consideration of men and women as tacit recipients of values and institutions and not as potential creators and recreators of institutions and values, and the political and social nature of individual problems. (Examples from instructional materials illustrate these assumptions. One of these sources, "Language and Culture in Conflict" by Nina Wallerstein, is used to contrast

the others, because it seeks to propose a basic ESL curriculum under a Freirian approach.) (YLB)

**ED 256 911** CE 041 435

Mulcrone, Patricia

A System for Teacher-Made ABE/GED Materials.  
NAAESC Occasional Paper, Volume 2, Number 4.

Northern Illinois Univ., DeKalb. Northern Area Adult Education Service Center.

Pub Date—Oct 84

Note—21p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, \*Filing, \*High School Equivalency Programs, \*Information Storage, Instructional Materials, \*Organization, \*Teacher Developed Materials

A central system to organize teacher-made instructional materials for adult basic education/general educational development programs has a number of advantages. These include lower reproduction costs, encouragement of teacher planning in advance, encouragement of creativity and use of teacher synthesizing/writing skills, rapid orientation of teachers regarding appropriate materials, and encouragement of sharing with the faculty/staff. Incentives for teacher use are that the system is easy to use, not time consuming, available and accessible whenever the college is open, and has original materials appropriate to the students' level. The system at William Rainey Harper College (Illinois) is organized into the three broad areas of reading, English, and mathematics. Each area is set up by major skills or content areas. Of the three general content areas, the English writing skills area is used to the greatest extent, then mathematics, and finally reading. (More detailed information on organization is provided.) Maintenance depends upon the general cooperation of the teaching staff and upon one individual who oversees other needs of the system. (Responsibilities and other roles of the Materials Specialist are discussed. Appendixes include complete lists of major file headings and materials selection criteria.) (YLB)

**ED 256 912** CE 041 436

Davenport, Suzanne, Ed.

Getting Started. A Preservice Manual for Adult Literacy Teachers.

Northern Illinois Univ., De Kalb; Region I Adult Education Service Center, Chicago, IL.

Spons Agency—Illinois State Board of Education, Springfield. Adult and Continuing Education Section.

Pub Date—82

Note—32p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, \*Adult Literacy, Adult Programs, Adult Students, \*Classroom Techniques, Community Resources, Cultural Awareness, Curriculum Design, \*Educational Resources, English (Second Language), Guides, High School Equivalency Programs, \*Literacy Education, \*Preservice Teacher Education, Teaching Methods, Teaching Styles

Identifiers—310 Project, Resource Utilization

This preservice manual is intended to help new teachers in the field of adult literacy education understand the dimensions of their teaching situation and provide the education their students need. (Adult literacy education includes adult basic education, high school completion, and English as a second language.) Part I defines adult education and offers an historical perspective of adult literacy programs. Part II discusses the roles and responsibilities of the adult literacy teacher. Answers are provided to some questions that may echo some of the adult literacy teacher's thoughts about day-to-day life in the literacy classroom. The questions are organized around goals, curriculum design and classroom process, teaching style and communication, adults as students, and cultural awareness. A 24-item bibliography at the end of the section offers suggestions for further reading. Part III contains the following resources for teachers of adults: a list of acronyms, high school equivalency test information, information on using community resources and materials, information on professional development through Education Service Centers and graduate programs in adult education in Illinois, and brief descriptions of professional associations for adult educators. (YLB)

**ED 256 913**

Charuhas, Mary S.

A Closer Look at Books. A Self Instructive Guide to Selecting and Evaluating Materials.

Northern Illinois Univ., De Kalb; Region I Adult Education Service Center, Chicago, IL.

Spons Agency—Illinois State Board of Education, Springfield. Adult and Continuing Education Section.

Pub Date—[84]

Note—138p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Adult Education, Adult Students, Autoinstructional Aids, Behavioral Objectives, Cognitive Style, Instructional Material Evaluation, Instructional Materials, Learning Activities, Learning Modules, Literacy Education, Media Selection, Readability Formulas, Staff Development, \*Student Needs, Teaching Styles, Textbook Content, \*Textbook Evaluation, \*Textbook Selection, Workshops

This workbook is designed to provide beginning and experienced teachers and administrators with a guide to evaluating and selecting materials with respect to the student who uses them, the instructor who teaches from them, and the program that orders them. It is intended to be either self-instructive or used in conjunction with a staff development workshop. Modules 1-4 consider the participants—the student and the teacher. Topics are forces that affect the returning adult students, teaching styles, assessment of teacher areas of expertise, and learning styles. Modules 5-11 discuss the text itself, including textbook organization; orientation of material; the roles of diagnosis, reinforcement, evaluation, and assessment; adult tone; format and appearance; readability formulas; and teacher development of supplemental lessons. Module 12 discusses the design of the program and how it affects the texts that are used in a class. Components of each module may include some or all of the following: an objective, introduction, informative material, examples, activities, suggestions for the reader, and a list of references. A simulation game, a suggested outline for a materials evaluation workshop, and a materials evaluation checklist are appended. (YLB)

**ED 256 914**

The U.S. Climate for Entrepreneurship and Innovation.

Joint Economic Committee, Washington, D.C.

Report No.—Senate-Prt-45-98-1291

Pub Date—28 Dec 84

Note—114p.; For related documents, see ED 255 719-721.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—\*Economic Development, Economic Opportunities, Economics, \*Entrepreneurship, \*Federal Legislation, Federal Regulation, Financial Support, \*Government Role, \*Policy Formation, \*Public Policy, Risk, Small Businesses

Identifiers—Congress 98th, \*United States

The vital role played by the entrepreneur in economic growth and technological innovation is stressed in this study of the United States' overall climate for entrepreneurship and innovation. In particular, the study examines how public policies affect the entrepreneurial process in America, and what the government's role should be in fostering an improved environment for economic growth and technological innovation. A basic conclusion of the study is that many of the shackles that stifled entrepreneurial activity in the past several decades have been removed, at least partially. As a consequence, America is now experiencing an economic rejuvenation in its old and new industries as a result of a vibrant entrepreneurial community. Entrepreneurship cannot be taught but it can be nurtured by public policies that improve the climate for innovation. Some public policy changes that are contributing to the current entrepreneurial activities are (1) the rapid growth of venture capital resulting from changes in tax laws and pension fund regulations; (2) the complete turnabout in inflationary psychology after 1980 from one of high inflationary expectations to one of low inflationary expectations; (3) deregulation of domestic industries; (4) changes in patent regulations; (5) the Stevenson-Wylder Technology Innovation Act of 1980; (6) lower tax rates; (7) a new macroeconomic management philosophy which emphasizes stable growth; (8) continued strong Federal support for basic research; and (9)

CE 041 437

continued strong resistance to domestic protectionists' pressures. The current challenge is to continue the policies that are working and initiate others to continue and encourage growth in entrepreneurship. (KC)

**ED 256 915**

Kerns, Marilyn Stanley, Martha

Building Community Partnerships through Community Education. It Can Happen! It Has Happened! How to Make It Happen! [Project: Community Partnerships.]

Minnesota State Dept. of Education, St. Paul. Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—[82]

Grant—G000-8103369

Note—70p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Citizen Participation, \*Community Action, \*Community Cooperation, Community Development, \*Community Education, \*Community Relations, \*Community Role, Community Services, Educational Responsibility, Guidelines, Leadership Training, Postsecondary Education, State Programs

Identifiers—\*Minnesota

This booklet was created to help communities (especially in Minnesota) to build community partnerships through community education. Such partnerships are needed in order to identify and meet community needs that are no longer being addressed by the Federal Government. The booklet is organized in three sections. The first section outlines the need for community partnerships, details the types of partnerships, lists barriers to participation, and sets forth the critical ingredients. In the second section, successful partnerships that have been put into action in seven Minnesota cities (Benson, Buffalo, Hanover, Montrose, Rochester, South St. Paul, and Wrenshall) are described. The final section is a blueprint for action that explains how to create community partnerships. Topics discussed include the following: the planning team, planning for partnership, initiating a partnership, planning the initial meeting, training small group facilitators, conducting community partnership meetings, and additional meetings and followup. Substantial appendices describe the project that was developed to foster community partnership, and provide sample media releases, invitations and time lines, along with a discussion of group leadership techniques. (KC)

**ED 256 916**

Smith, James P. Ward, Michael P.

Women's Wages and Work in the Twentieth Century.

Rand Corp., Santa Monica, Calif.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No.—ISBN-0-8330-0611-8; Rand-R-3119-NICHD

Pub Date—Oct 84

Grant—1-R01-HD15811-01A1; 1-R01-HD17357-01

Note—121p.

Available from—Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 (\$7.50).

Pub Type—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, \*Employed Women, \*Employment Patterns, Employment Potential, Employment Projections, \*Employment Qualifications, Employment Statistics, \*Females, History, Job Skills, \*Labor Force, Reentry Workers, \*Salary Wage Differentials, Sex Discrimination, \*Wages, Work Experience

Identifiers—\*United States

This report addresses two central questions raised by the rapidly changing economic role of American women during the 20th century. First, why have the reported wages of women remained constant at approximately 59 percent of men's wages, in spite of the enormous increase in the numbers of women who work and who presumably have been acquiring valuable market experience? Second, what accounts for the remarkable growth in the proportion of women who work? The report demonstrates that the constancy of women's relative wages at the 59 percent level is a myth. Women's wages are not 59 percent of those of men—they are even lower. But women's wages have in fact risen in response to

their expanded skills, as well as their increased years of education and work experience. Throughout the 20th century, women's wages have been rising much faster than men's wages and will continue to do so into the foreseeable future. In answer to the second question, the report contends that the female labor force has grown at such a spectacular rate during this century, first of all, because of structural changes in the labor market, and more important, because of rising women's wages, which have attracted more women into the work force. (This report first discusses the issue of trends in women's wages and then summarizes findings documenting the reasons for the growth in the female labor force. An executive summary is provided.) (KC)

**ED 256 917** CE 041 450

Andersen, Tom Baria, Sheryl  
Multicultural Nonsexist Education in Iowa  
Schools. Business Education.

Iowa State Dept. of Public Instruction, Des Moines.  
Educational Equity Section.

Pub Date—84

Note—29p.; For a related document, see CE 041 451.

Pub Type—Guides - Classroom - Teacher (052) —  
Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Behavioral Objectives, \*Business Education, Check Lists, \*Distributive Education, Educational Legislation, Educational Philosophy, Educational Planning, Marketing, \*Multicultural Education, Office Occupations Education, Program Development, Program Evaluation, \*Program Implementation, \*Self Evaluation (Groups), \*Sex Fairness, State Legislation, Statewide Planning

Identifiers—Iowa

This pamphlet is an aid for local business, office, and marketing educators and committees in implementing the business component of their school districts' multicultural, nonsexist education plans. Contents include a list of definitions, a discussion of the rationale and philosophy, and the text of the legal authority for multicultural, nonsexist education. Five goals are suggested as a model for the multicultural, nonsexist education program. Each goal is accompanied by a set of objectives specifically pertaining to business offerings. A self-evaluation checklist is then provided for use as a general guide in reviewing a curriculum program to determine how consistent it is with the basic concepts of multicultural, nonsexist education. Sections of the checklist relate to curriculum structure, curriculum content, instructional materials, and instructional strategies. An annotated bibliography lists resource materials that are recommended resources for business educators striving to implement multicultural, nonsexist programs. Another listing provides names, addresses, and telephone numbers of agencies or persons that may provide assistance, ideas, and information to schools striving to implement multicultural, nonsexist business education programs. (YLB)

**ED 256 918** CE 041 451

Andersen, Tom Baria, Sheryl  
Multicultural Nonsexist Education in Iowa  
Schools. Agricultural Education.

Iowa State Dept. of Public Instruction, Des Moines.  
Educational Equity Section.

Pub Date—84

Note—20p.; For a related document, see CE 041 450.

Pub Type—Guides - Classroom - Teacher (052) —  
Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Agricultural Education, Annotated Bibliographies, Behavioral Objectives, Check Lists, Educational Legislation, Educational Philosophy, Educational Planning, \*Multicultural Education, Program Development, Program Evaluation, \*Program Implementation, \*Self Evaluation (Groups), \*Sex Fairness, State Legislation, Statewide Planning, \*Vocational Education

Identifiers—Iowa

This pamphlet is an aid for local agricultural education instructors and committees in implementing the agricultural components of their school districts' multicultural, nonsexist education plans. Contents include a list of definitions, a discussion of the rationale and philosophy, and the text of the legal authority for multicultural, nonsexist education. Four goals are suggested as a model for the multicultural, nonsexist education program. Each goal is accom-

panied by a set of objectives specifically pertaining to agricultural education. A self-evaluation checklist is then provided for use as a general guide in reviewing a curriculum program to determine how consistent it is with the basic concepts of multicultural, nonsexist education. Sections of the checklist relate to curriculum structure, curriculum content, instructional materials, and teaching strategies. An annotated bibliography lists resource materials that are recommended for agricultural education teachers striving to implement multicultural, nonsexist programs. Another listing provides names, addresses, and telephone numbers of agencies or persons that may provide assistance, ideas, and information to schools striving to implement multicultural, nonsexist agricultural education programs. (YLB)

**ED 256 919** CE 041 453

Wimer, Majja  
Teaching the Hard-to-Reach: Working with Releasees and Probationers. A Handbook for Adult Educators.

Educational Service Center Region 6, Huntsville, Tex.

Spons Agency—Texas Education Agency, Austin.  
Div. of Adult and Community Education Programs.

Pub Date—June 85

Note—61p.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Education, Adult Learning, Adult Programs, Andragogy, \*Classroom Techniques, \*Correctional Education, Correctional Rehabilitation, Criminals, High School Equivalency Programs, Institutionalized Persons, \*Prisoners, \*Probationary Period, State Programs, Teaching Methods, Testing

Identifiers—\*Exoffenders, \*Texas

Based on a statewide adult education correctional project in Texas, this handbook is designed to assist adult educators in providing continued adult education services to releasees and probationers, including jail populations. The handbook is organized in nine sections. The first section explains the background and purpose of the handbook. It is followed by a glossary, a rationale for teaching releasees and probationers, and a self-examination for potential teachers of adults, including releasees and probationers. Responses to use on a first encounter with a releasee or probationer are listed in the next section, followed by instructional tips. Teaching in halfway houses, restitution centers, and jails is the subject of the seventh section, while recommended adult education curricula for releasees and probationers is discussed in the eighth section. The final section provides rules and regulations for administering high-school equivalency tests in correctional institutions. Appendixes, which make up almost half of the document, include a first-hand account from an ex-prisoner who now works in correctional education, maps of parole regions and probation departments in Texas, and lists of Texas Board of Pardons and Paroles offices and Texas adult probation departments. (KC)

**ED 256 920** CE 041 454

Report on Adult Education in Finland. A Report to the Unesco Conference on Adult Education (4th, Paris, France, March 19-29, 1985). Publications of the Finnish National Commission for Unesco No. 31.

Finnish National Commission for UNESCO, Helsinki.

Report No.—ISBN-951-46-8717-5

Pub Date—Mar 85

Note—64p.

Pub Type—Collected Works - Proceedings (021) —  
Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Education, \*Adult Programs, Continuing Education, Delivery Systems, Educational Administration, Educational Finance, \*Educational Policy, \*Educational Practices, Educational Research, Educational Responsibility, Extension Education, Foreign Countries, \*Government Role, High School Equivalency Programs, Minority Groups, \*National Programs, Nontraditional Education, Postsecondary Education, Public Policy, Teacher Education, Vocational Education

Identifiers—\*Finland

This report presents an overview of the present state of adult education in Finland. Organized in 10

chapters, the main body of the report is contained in the first four chapters. The first chapter reviews the Finnish educational system as a whole, including its structure and policy for secondary, higher, and adult education. Plans for improvement are part of the policy. In the second chapter, the system of adult education, including administration and finance, is outlined while the third chapter, the longest in the report, discusses the structure of Finnish adult education, including general, vocational, and other forms of adult education. The fourth chapter discusses the extent of participation in adult education and barriers to participation. The six remaining short chapters of the booklet discuss the following topics: position of linguistic minorities in the adult education system, miscellaneous groups, research, position and training of adult education teachers, international cooperation, and national responsibility for adult education. Appendixes to the report outline government policy in regard to adult education and list current adult education development projects. (KC)

**ED 256 921** CE 041 456

Blakemore, Thomas And Others  
A National Survey of Computer Use in Rehabilitation Facilities. Research and Training Center Research Report.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date—85

Grant—G008300117

Note—66p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Computer Oriented Programs, Computers, \*Computer Software, \*Disabilities, Institutions, Mental Retardation, Microcomputers, Minicomputers, Postsecondary Education, \*Rehabilitation Centers, Residential Schools, Sheltered Workshops

Identifiers—\*United States

A survey of 3,581 rehabilitation facilities was conducted to determine their extent of computer use. Completed surveys were returned by 1,586 (44 percent) of the facilities, of which 864 (54 percent of the respondents) are using computers. The users indicated that computers are most frequently used for administrative purposes, whereas production and rehabilitation services uses are much less frequent. A number of statistical analyses were significant. It was found that the facilities that are currently using computers are much larger in terms of the number of clients they serve, the number of employees, and the size of their annual budgets. The users also provide a wider variety of rehabilitation services than the nonusers. Almost one-half of the current computer users own a microcomputer, one-quarter own a minicomputer, and only a few own a mainframe computer. There were sizeable differences in the costs of purchasing and operating these three classes of computers. However, there was no difference in terms of user satisfaction between the three classes of computer users. The results indicated that there is a substantial need for both customized software and for short-term training on how to use computers effectively in facilities. It was also found that the use and ownership of computers by facilities is likely to rise dramatically in the near future. Most of the facilities that will be acquiring a new computer system will be purchasing a microcomputer. (Author/KC)

**ED 256 922** CE 041 458

Nota, Jody

Diversified Occupations I.

Mukilteo School District, Everett, WA.

Spons Agency—Washington State Commission for Vocational Education, Olympia.

Pub Date—84

Note—778p.; Prepared at Mariner High School.  
For a related document, see CE 041 149.

Pub Type—Guides - Classroom - Teacher (052) —  
Multilingual/Bilingual Materials (171)

EDRS Price - MF05/PC32 Plus Postage.

Descriptors—Behavioral Objectives, Bilingual Instructional Materials, Cambodians, \*Career Education, Classroom Techniques, Communication Skills, Consumer Education, \*Daily Living Skills, \*Disadvantaged, Employment Interviews, \*English (Second Language), Guidelines, Human Relations, Job Application, \*Job Search Methods, Labor Market, Leadership, Learning Activities, Lesson Plans, Mathematics Skills, Money Man-



agement, Occupational Safety and Health, \*Pre-vocational Education, Records (Forms), Resumes (Personal), Secondary Education, Self Evaluation (Individuals), Telephone Usage Instruction, Unions, Workbooks

This curriculum guide consists of materials for use in presenting the first year of a two-year course in diversified occupations that is designed to teach job search and job-holding skills to disadvantaged and English as a second language (ESL) students. Addressed in the 25 units included in the guide are the following topics: the purposes of diversified occupational education, the reasons people work, phone techniques, resume writing, job applications, cover letters, job interviews, job safety, skill building, career exploration, effective communication, self-improvement, human relations, knowing oneself, diversified occupational math, payroll, personal budgets, checking accounts, credit, taxes and tax returns, consumerism, consumer advertising, the American free enterprise system, labor unions, and leadership. Each unit contains some or all of the following: one or more lesson plans (each of which includes a lesson name, lesson times, teacher set-up guidelines, materials needed, performance objectives, evaluation criteria, special notes to the instructor, a course outline, and course procedures); handouts; sample forms; learning activities and exercises; and a unit test. Also included in the guide is a bilingual workbook written in Cambodian and English that includes materials for four of the aforementioned units dealing with job search methods. (MN)

ED 256 923

CE 041 459

Noto, Jody

Diversified Occupations II.

Mukilteo School District, Everett, WA.

Spons Agency—Washington State Commission for Vocational Education, Olympia.

Pub Date—84

Note—503p.; For a related document, see CE 041 458.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC21 Plus Postage.

Descriptors—Banking, Behavioral Objectives, Bias, Budgeting, \*Career Education, Classroom Techniques, Communication Skills, Consumer Economics, Consumer Education, \*Daily Living Skills, \*Disadvantaged, Economics, \*English (Second Language), Entrepreneurship, Family Financial Resources, Filing, Guidelines, Human Relations, Interpersonal Competence, Job Search Methods, Leadership, Learning Activities, Lesson Plans, Mathematics Skills, \*Money Management, \*Prevocational Education, Productivity, Records (Forms), Resumes (Personal), Secondary Education, Self Actualization, Self Evaluation (Individuals), Stereotypes, Technology, Vocational Adjustment

This curriculum guide consists of materials for use in presenting the second year of a two-year course in diversified occupations that is designed to teach job search and job-holding skills to disadvantaged and English as a second language (ESL) students. Addressed in the 24 units included in the course are the following topics: the purposes of diversified occupational education, goal setting, alphabetic filing, resume writing, communication skills, how to keep a job, skill building, bias and stereotyping, technology and productivity, entrepreneurship, self-improvement, human relations, knowing oneself, diversified occupational advanced math, public services, personal budgets, banking, family financial management, economics, and leadership. Each unit contains some or all of the following: one or more lesson plans (each of which includes a lesson name, lesson times, teacher set-up guidelines, materials needed, performance objectives, evaluation criteria, special notes to the instructor, a course outline, and course procedures); handouts; sample forms; learning activities and exercises; and a unit test. (MN)

ED 256 924

CE 041 462

Saxenreger, Marthe Ekstrom, Ruth R.

Awarding Educational Credit for Women's Unpaid

Work

Pub Date—Apr 84

Note—13p.; Paper presented at the International Interdisciplinary Congress on Women (2nd, Groningen, The Netherlands, April 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*College Credits, Educational Practices, Evaluation Criteria, Evaluation Methods,

Evaluation Needs, \*Experiential Learning, \*Females, Learning Experience, Lifelong Learning, Portfolios (Background Materials), Postsecondary Education, \*Prior Learning, Sex Fairness, \*Student Certification, \*Student Evaluation, Work Experience

Identifiers—Canada, United States

Women who seek further education and the formal credentials it provides often have acquired valuable knowledge and work experience while performing various unpaid work in their homes and communities. Awarding college credit and recognition for women's nonpaid work is a measure of social justice and equity. The three major ways to evaluate and credit prior learning are tests, credit recommendation for courses offered by business or community groups, and individualized assessment. Each method has its advantages and disadvantages; however, the portfolio method, which was developed for assessment of prior incidental learning, offers the greatest flexibility. Integration of practical work into college studies can be traced to the end of the 19th century; however, as late as the mid-1970s, assessment of prior learning focused on learning from paid work experience. In 1984, work began in the United States to identify the academically creditable skills and knowledge that women acquire from their unpaid work experience as homemakers and volunteers. Several studies and projects to develop models for such accreditation have been implemented in both Canada and the United States. Similar efforts have been undertaken in Europe and in the Pacific as well. Twenty-five references conclude the paper. (MN)

ED 256 925

CE 041 463

Dyrenfurth, Michael J.

Industrial Arts in Vocational Legislation: An Analysis of the Carl D. Perkins Vocational Education Act of 1984.

Pub Date—2 Dec 84

Note—12p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 2, 1984). The paper draws heavily from material distributed by The Council on Vocational Education in their Legislative Brief. For the legislation, see CE 041 467.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Administrator Role, \*Educational Legislation, Educational Needs, Educational Policy, \*Federal Legislation, \*Financial Support, Futures (of Society), Government School Relationship, \*Industrial Arts, Needs Assessment, \*Public Policy, School Business Relationship, Secondary Education, Teacher Role, Trend Analysis, \*Vocational Education

Identifiers—\*Carl D Perkins Vocational Education Act 1984

The Vocational Education Act of 1984 offers considerable opportunity for industrial arts. Because modern industrial arts (and agricultural arts) are listed as being eligible for funding from the Basic State Grant, Part B, most attention will be focused on this goal. Other Part B uses of funds with potential for industrial arts involvement include exemplary and innovative programs that stress new technologies, improvement and expansion of career counseling and guidance, programs related to curriculum development in vocational education, activities of vocational student organizations implemented as an integral part of secondary and postsecondary instructional programs, development of special courses and teaching strategies to teach fundamental principles of mathematics and science through practical application, and acquisition of high-technology and telecommunications equipment for vocational education programs. The new law also provides for additional research, conferences, and assessment of vocational education areas in which industrial arts must be sure to become involved. Industrial arts practitioners must become intimately familiar with the definitions and regulations of the new law and should work toward developing modern industrial arts programs to assist students in making informed and meaningful occupational choices and to prepare them for entry into either advanced trade and industrial or technical education programs or into jobs in new and expanding technical areas. (MN)

ED 256 926

CE 041 467

Carl D. Perkins Vocational Education Act. Public

Law 98-524.

Congress of the U.S., Washington, D.C.

Report No.—98-Stat-2435; PL-98-524

Pub Date—19 Oct 84

Note—58p.; For an analysis of this legislation, see CE 041 463.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Bilingual Education Programs, Educational Administration, \*Educational Finance, Educational Planning, \*Federal Legislation, \*Federal Programs, Federal State Relationship, Job Development, Job Training, Minority Groups, Postsecondary Education, \*Program Improvement, Retraining, Secondary Education, State Federal Aid, \*State Programs, \*Vocational Education

Identifiers—\*Carl D Perkins Vocational Education Act 1984, Congress 98th

This document contains the text of the Carl D. Perkins Vocational Education Act, enacted October 19, 1984 to amend the Vocational Education Act of 1963. Following an introductory section which states the purpose of the act and authorizes appropriations, the Act is organized in five sections (titles). Title I specifies vocational education assistance to the states and allots state organizational and planning responsibilities. Title II describes basic state grants for vocational education, including uses of funds for vocational education opportunities and program improvement and innovation. Title III authorizes special programs, such as support for community-based organizations; consumer and homemaker education; adult training, retraining, and employment; comprehensive career guidance and counseling programs; and industry-education partnerships for high-technology training. Title IV of the Act authorizes national programs such as research programs, demonstration programs, the Vocational Education and Occupational Information Data Systems, the National Council on Vocational Education, bilingual training programs, and contains general provisions for distribution of assistance. The final title contains the general provisions for administration of the Act, including Federal administrative provisions, and definitions. (KC)

ED 256 927

CE 041 470

McCarthy, JoAnn Kang, Margaret

A Selected Annotated Bibliography of Educational Materials for Teachers of Limited English Speaking Vocational Students and a Selected Review of Its Literature. Technical Assistance Services: Illinois Special Needs Populations.

Illinois State Univ., Normal.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jun 81

Note—22p.

Pub Type—Reference Materials—Bibliographies (131)—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Bilingual Education Programs, Bilingual Instructional Materials, Citations (References), \*Classroom Techniques, Educational Practices, \*English (Second Language), Guidelines, Inservice Teacher Education, Limited English Speaking, Postsecondary Education, Research Reports, Secondary Education, \*Second Language Instruction, \*Teaching Methods, \*Vocational Education

The annotated bibliography contained in the second part of this two-part document is a presentation of the literature related to the field of English language teaching within a vocational training framework. The review, the first two-thirds of the document, addresses itself primarily to the monolingual vocational teacher who may not have at his or her disposal the services of a bilingual or English as a second language assistant or team teacher. Its objective is to help the vocational teacher acquire insights and skills in the area of second language learning so that he or she may be able to understand those students who have not yet mastered the English language but are enrolled in vocational training. In the second part, the document reviews this literature that reflects the myriad of approaches used in bilingual or second-language vocational programs in various parts of the world. The review attempts to condense the knowledge already gained in the field of vocational English from the studies cited. (KC)

ED 256 928

CE 041 471

Lopez-Valadez, Jeanne DeHesus, Patricia

**Vocational Programming for the LEP. Part 1: Common Concerns and Solutions.**  
Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.  
Pub Date—Jun 82  
Contract—R-20-21-C-2105-180  
Note—125p; For a related document, see CE 041 473.

**Pub Type—Guides - Non-Classroom (055)**  
**EDRS Price - MF01/PC05 Plus Postage.**  
Descriptors—Bilingual Education Programs, Bilingual Instructional Materials, \*Educational Planning, Educational Resources, English (Second Language), Federal Programs, Inservice Teacher Education, Instructional Materials, \*Limited English Speaking, Models, Postsecondary Education, \*Program Development, \*Program Implementation, Publicity, Secondary Education, Second Language Instruction, Staff Development, State Programs, Student Evaluation, Student Recruitment, \*Vocational Education, Vocational Evaluation

**Identifiers—Illinois**  
This guide is directed at vocational programs, especially in Illinois, that are initiating special services for persons with limited English proficiency (LEP). It addresses the following topics: student identification, recruitment and assessment, program planning and funding, services adaptation and coordination, and bilingual vocational training models. Basic information, sample strategies, and relevant resources materials are included. Information is organized around 15 frequently asked questions about serving LEP students. References to other materials also are included. Extensive appendices to the guide contain samples for identification of students, recruitment, and assessment; descriptions of Federal bilingual vocational training programs; vocational English as a second language (VESL) materials; staff training programs; lists of professional journals and newsletters; ideas for coordination of programs; and lists of resource agencies and services. (KC)

**ED 256 929** **CE 041 473**

Rodriguez, Jose A. Gavel, Joseph  
**Program Model for High Schools Serving Limited English Proficiency Students in Vocational Education.**  
Chicago Public Schools, Ill.  
Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

**Pub Date—81**  
**Contract—R-20-21-C-2105-281**  
**Note—29p; For a related document, see CE 041 471. Prepared at Benito Juarez High School.**  
**Pub Type—Guides - Non-Classroom (055)**  
**EDRS Price - MF01/PC02 Plus Postage.**  
Descriptors—Behavioral Objectives, \*Bilingual Education Programs, Bilingual Instructional Materials, Checklists, Educational Finance, \*Educational Resources, English (Second Language), Federal Legislation, Guidelines, High Schools, \*Limited English Speaking, \*Program Development, \*Program Implementation, Second Language Instruction, State Legislation, State Programs, Student Evaluation, \*Vocational Education

**Identifiers—Illinois, Project Access**  
This handbook is intended as a guide to assist administrators and vocational teachers in designing a program of vocational instruction for limited English proficiency (LEP) students. Developed as part of Project Access, the document's main focus is on high school programs. Contents include the following: identification and assessment, legislation and funding, program components, and an evaluation checklist. Appendices to the guide contain state guidelines for Illinois, describe a referral system, set measurable objectives, list resource items, and describe bilingual/vocational materials. (KC)

**ED 256 930** **CE 041 474**

Fordham, Paul, Ed.  
**One Billion Illiterates. One Billion Reasons for Action. Report and Extracts from Papers of an International Seminar on Co-operating for Literacy (Berlin, West Germany, October 1983).**  
German Foundation for International Development, Bonn (West Germany); International Council for Adult Education, Toronto (Ontario).  
Pub Date—85

**Note—198p; Photographs will not reproduce clearly. For related documents, see ED 237 730 and ED 237 755.**

Available from—International Council for Adult Education, 29 Prince Arthur Avenue, Toronto, Ontario, M5R 1B2; or German Foundation for International Development, Education, Science, and Documentation Centre, Hans-Boeckler-Strasse 5, D 5300 Bonn 3, Federal Republic of Germany (Order No. DOK 1223A/a).

**Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Opinion Papers (120)**

**EDRS Price - MF01/PC08 Plus Postage.**  
Descriptors—Adult Basic Education, \*Adult Literacy, Case Studies, \*Developing Nations, \*Economic Development, Females, Foreign Countries, \*Illiteracy, \*International Cooperation, \*Literacy Education, Regional Cooperation, Seminars

This document contains the report and edited papers from an international seminar emphasizing the sharing of ideas and resources to eliminate illiteracy. Chapter I of the seven-chapter report offers background information and seminar objectives. Chapter II provides a world overview, which describes the general development context of literacy. In chapter III, emphasis is on literacy in context. The role of national governments in eliminating illiteracy, the correlation between literacy and poverty, and the purpose of literacy are discussed. Chapter IV focuses on women and literacy. Chapter V discusses continuing education beyond literacy. Chapter VI suggests international cooperation in training and research and regional cooperation in training and research. Chapter VII discusses principles and problems of cooperation and provides two examples of cooperation: cooperation between international agencies and international assistance to a national literacy campaign. Appendix I contains case studies from selected countries. Literacy work is described in the Caribbean, China, Ethiopia, Burma, India, Botswana, Kenya, Mozambique, Spanish-speaking countries of Latin America, and Malawi. Appendix II is an excerpt, "The Price of Literacy," from "Literacy, Depression, and the Poor" (R. H. Green). Other appendices include the program, list of participants, and descriptions of organizing institutions. (YLB)

**ED 256 931** **CE 041 475**

**Survey Update: The Perceived Needs and Level of Independence of Institutionalized versus Non-Institutionalized Developmentally Disabled Persons.**

Center for Independent Living of Greater Bridgeport, CT.  
Spons Agency—Office of Human Development Services (DHHS), Washington, D.C.

**Pub Date—Dec 84**  
**Grant—90-DD-0026**  
**Note—18p; For a related document, see ED 237 665.**

**Pub Type—Reports - Research (143)**  
**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Adults, \*Community Resources, Coping, Daily Living Skills, \*Deinstitutionalization (of Disabled), \*Developmental Disabilities, Followup Studies, \*Institutionalized Persons, Interpersonal Competence, Normalization (Handicapped), Participant Characteristics, \*Participant Satisfaction, Participation, Residential Programs, Use Studies

**Identifiers—Connecticut (Bridgeport)**  
In July, 1983, the Center for Independent Living of Greater Bridgeport and its cooperating agencies conducted a survey of 32 people, the majority of whom were developmentally disabled and resided in institutional or community settings, in both rural and urban areas. This report addresses the perceived needs and levels of independence experienced by these two distinct populations as a result of a follow-up study conducted in July, 1984. The questionnaire used in 1983 was revised to focus upon services used and levels of consumer satisfaction. Areas addressed were demographics, education, employment and training, income and benefits, housing, recreation and leisure time, transportation, medical treatment, counseling, advocacy, and legal issues. The objective of the study was to determine the level of consumer use of and satisfaction with community-based services, use of and satisfaction with independent living services, and what, if any, differences exist between those in institutionalized and non-institutionalized groups regarding perceived needs, levels of independence, and satisfaction with available resources. Although the sample size was too small to yield definitive results overall, the findings indicated that people living in the community reported greater satisfaction and better use

of both generic and categorical services. When services were not used, reasons given included lack of transportation, prohibitive cost, or lack of interest. (Author/KC)

**ED 256 932** **CE 041 479**

Long, James P. And Others  
**Economic Development and the Community College. Research and Development Series No. 251.**  
Ohio State Univ., Columbus. National Center for Research in Vocational Education.  
Spons Agency—National Postsecondary Alliance, Columbus, OH.

**Pub Date—Jun 84**  
**Note—79p.**  
Available from—National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (RD 251-57.25).

**Pub Type—Reports - Research (143)**  
**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Case Studies, \*Community Colleges, \*Cooperative Programs, \*Economic Development, School Business Relationship, \*School Community Relationship, State Programs, Two Year Colleges

This report looks at what two-year postsecondary institutions can do as participants in economic development at the local, State, and National levels. Chapter I capsulizes definitions and issues, examines how most two-year colleges view the economic development thrust, and gives an overview of the basic approaches they take. To investigate local approaches, chapter II surveys five leaders in one sample state (Iowa) in which community colleges participate actively in local economic development strategies. It offers a consensus opinion on what guidelines a community college should follow when becoming involved in local economic development efforts. Chapter III focuses on how community, junior, and technical colleges work together at the State level to pursue economic development in States with varying emphases and levels of commitment to organized economic development. Relevant activity at the National level is also reviewed. Chapter IV contains practical information and ideas in the form of case studies of seven projects undertaken by community colleges to advance economic development at all three levels. Chapter V summarizes crucial information. Appendices include a model industrial/commercial retention survey, listing of professional and trade associations, National Postsecondary Alliance Membership List for 1983-84, and a listing of additional resources. (YLB)

**ED 256 933** **CE 041 482**

Bel, Camille G. Glosson, Linda R.  
**Occupational Curriculum Model for Home Economics Teacher Education Programs in Texas. Final Report.**

Texas Tech Univ., Lubbock.  
Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

**Pub Date—Jun 84**  
**Note—241p.**

**Pub Type—Reports - Research (143)**  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Administrator Attitudes, Competence, \*Curriculum Development, \*Educational Needs, Employee Attitudes, Employer Attitudes, Higher Education, \*Home Economics Education, Home Economics Skills, \*Home Economics Teachers, Models, Needs Assessment, \*Occupational Home Economics, Program Content, Questionnaires, Secondary Education, State Surveys, Statewide Planning, Teacher Attitudes, \*Teacher Education, Teacher Qualifications, Teaching Skills

**Identifiers—Texas**  
A project was conducted to identify the occupational curriculum elements needed by vocational home economics education teachers in Texas and to develop a plan for implementing these elements into teacher education programs in the State. To determine exactly which skills need to be taught to individuals preparing to teach vocational home economics in Texas, researchers conducted a three-round survey that ultimately resulted in 158 usable questionnaires completed by: (1) faculty from the 20 institutions offering vocational home economics education teacher certification in Texas; (2) teachers currently employed to teach occupational home economics; (3) Texas Education

Agency vocational home economics education staff; and (4) business and industry representatives from occupational areas served by vocational home economics education. A total of 43 competencies and 408 subcompetencies were identified as being needed by individuals preparing to use one of the four methods currently in existence to deliver vocational home economics instruction to various student populations in Texas. Four curriculum models for vocational home economics education were developed and a set of five curriculum implementation guidelines was drafted. (Appendixes to this report include the survey instruments and related correspondence used during the three rounds of the study as well as during the subsequent site visits.) (MN)

**ED 256 934** CE 041 483

**A Computerized Instructional Program for the Child Care Industry. Final Report. July 1983-June 1984.**

San Antonio Coll., Tex.

Spons Agency—Texas Education Agency, Austin. Pub Date—Jun 84

Note—95p.; Prepared in the Child Development Department. For a related document, see CE 041 484.

**Pub Type—Reports - Descriptive (141)**

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—Accounting, \*Administrator Education, \*Child Care Occupations, \*Computer Literacy, Computer Managed Instruction, Computer Oriented Programs, Curriculum Development, Data Analysis, \*Microcomputers, Money Management, Occupational Home Economics, Postsecondary Education, \*Professional Continuing Education, \*Program Administration, Program Effectiveness, Program Implementation, Statewide Planning, Word Processing**

**Identifiers—Spreadsheets, Texas**

A research project was conducted to develop an advanced child care administration course teaching microcomputer utilization for child care administrators. After a technical advisory committee generated and prioritized a list of tasks typically performed by child care administrators, a tentative course overview was developed. Eighteen of the 24 child care administrators who expressed an interest in taking the course were selected to receive training on the use of word processing, file management, electronic spread sheets, and accounting as these apply to administration of child care programs using a microcomputer. The 15 individuals who completed the pilot course were quite satisfied with the course in general as well as with the course instructor and the materials covered in class. (Appendixes to this report, which comprise 75 percent of the document, include a project time line, a list of administrative tasks for a child care facility, results of advisory committee brainstorming, the questionnaire designed to prioritize the tasks involved in administering a child care program, a course publicity brochure, a course interview form, tentative and revised course outlines, weekly class evaluations, and an outline for the project-developed resource guides for students and instructors.) (MN)

**ED 256 935** CE 041 484

*Shinder, William Ziegler, Norma*

**The Microcomputer: A Tool for Child Care Administration. Student Work Text.**

San Antonio Coll., Tex.

Spons Agency—Texas Education Agency, Austin. Pub Date—84

Note—296p.; Prepared in the Child Development Department. For a related document, see CE 041 483.

**Pub Type—Guides - Classroom - Learner (051)**

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—Accounting, \*Administrator Education, Behavioral Objectives, \*Child Care Occupations, \*Computer Literacy, Data Analysis, Learning Activities, \*Microcomputers, Money Management, Occupational Home Economics, Postsecondary Education, \*Professional Continuing Education, \*Program Administration, Word Processing**

**Identifiers—Spreadsheets, Texas**

This student worktext is designed for use by those participating in an advanced child care administration course teaching microcomputer utilization for child care administrators. Addressed in the individual units of the course are the following topics: the role of microcomputers in administration of child care programs, development of microcomputer lit-

eracy, use of word processing by child care administrators, file management for child care administrators, use of electronic spreadsheets for completion of child care administration tasks, and development of accounting skills. Each unit contains some or all of the following: a statement of purpose, unit objectives, one or more learning experiences, suggestions for further reading, and handouts (exercises and sample forms). A list of references concludes the worktext. (MN)

**ED 256 936**

*Barth, Peter S.*

**Contemporary Dissertation Research on Employment and Training.**

Social Science Research Council, New York, N.Y.

Spons Agency—Department of Labor, Washington, D.C.

Report No.—ISBN-0-911400-00-1

Pub Date—85

Note—117p.

**Pub Type—Information Analyses (070)**

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors—Adults, Age Discrimination, Business, \*Business Cycles, Career Education, Doctoral Dissertations, Economic Change, Economic Development, Employer Employee Relationship, Employment, Employment Programs, \*Equal Opportunities (Jobs), \*Federal Legislation, Incentives, Job Development, \*Job Search Methods, Job Training, \*Labor Relations, Program Effectiveness, Racial Discrimination, \*Research, Retirement, Salary Wage Differentials, Sex Discrimination, Sex Fairness, Unemployment, Unions**

This monograph summarizes 20 recently completed dissertations representative of research being done in employment and training. Each summary has this format: description of the framework into which the study fits, explanation of its purpose, summary of methodology and type of data, and author's findings and conclusions. Six studies in section I on existing government programs and legislation examine ex-offender labor force programs, local economic development and employment creation, child support enforcement programs, business tax incentives, employee stock ownership, and impact of equal opportunity laws on labor unions. Two dissertations in section II on labor-management questions study the impact of guaranteed annual income on longshoreworkers and development of unionization among teachers. Three dissertations in section III focus on job search behavior, its determinants, and its effects on reemployment. Six dissertations in section IV focus on discrimination. Two examine women's work experience and earning. Others study Asian-Americans in the labor force, dual labor market theory, "dual career," and retirement decisions. Three dissertations in section V on impact of the business cycle study students' responsiveness to economic change in terms of school enrollments, impact on individual health of changes in the business cycle, and employers' responses to changes in demand. (YLB)

**ED 256 937**

*Reed, Horace B., Ed. Loughran, Elizabeth Lee, Ed.*

**Beyond Schools: Education for Economic, Social and Personal Development.**

Massachusetts Univ., Amherst. School of Education.

Report No.—ISBN-0-934210-10-1

Pub Date—84

Note—260p.

Available from—Publications, CITP/CERC, 225

Furcolo Hall, University of Massachusetts, Amherst, MA 01003.

**Pub Type—Collected Works - General (020) —**

**Information Analyses (070) — Reports - Research (143)**

**EDRS Price - MF01/PC11 Plus Postage.**

**Descriptors—Adult Basic Education, Adult Development, \*Adult Education, Adult Programs, Community Development, \*Community Education, Continuing Education, Delivery Systems, Developing Nations, Educational Research, Health Education, Health Services, Human Services, \*Inplant Programs, Learning Theories, Legal Education, Lifelong Learning, Museums, \*Nonformal Education, \*Nontraditional Educational Programs, On the Job Training, Program Implementation, Quality of Life, \*Self Help Programs, Social Change**

**Identifiers—Quality of Working Life**

This compendium volume summarizes a study on the characteristics and underlying assumptions of

education beyond schools. The three chapters in Part I present a method for analyzing and comparing 10 distinct approaches to out-of-school education and demonstrate the important kinds of generalizations this method can generate. Chapter 1 is an introduction. Chapter 2 describes the methodology developed to analyze the broad range of data. The framework for the 10 essays upon which the study is based is detailed. Chapter 3 presents the results of the analysis across the 10 approaches. Similarities and differences are highlighted, and some basic characteristics of nonschool education are suggested. Part II consists of 10 chapters describing each approach. Each essay is organized around four components: description of the approach, pervasive themes, social change and learning theories, and delivery variables. Within the approaches, 20 subunits are identified and treated as separate units. Suggested resources—bibliography, journals, and resource centers—conclude each essay. These 10 approaches are described: nonformal education, education for community development, appropriate technology, educational innovation in the workplace, human services, community legal education, self-help groups, museum education, community education, and adult basic and continuing education. (YLB)

**ED 256 938**

*Dahlberg, Maurice*

**A Manual for Helping Non-Traditional Students.**

Central Texas Coll., Killeen.

Spons Agency—Texas Education Agency, Austin.

Pub Date—Jun 84

Note—91p.

**Pub Type—Guides - Non-Classroom (055)**

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—Access to Education, Career Counseling, Classroom Techniques, \*Counseling Techniques, Equal Education, Guidelines, Job Development, \*Job Placement, \*Nontraditional Education, Outreach Programs, Postsecondary Education, Publicity, Questionnaires, School Business Relationship, \*School Holding Power, Secondary Education, Sex Fairness, Sex Role, State Surveys, Stereotypes, \*Student Recruitment, Teacher Workshops, \*Vocational Education**

**Identifiers—\*Texas**

This manual is designed to assist vocational educators in meeting the needs of students preparing for careers in nontraditional occupations. Discussed first are the effects of sex bias and stereotyping on employment and earning patterns, barriers to nontraditional training, and the role of vocational education in equal access. Discussed in a chapter on recruitment strategies are vocational counseling, publicity efforts, and special outreach activities. Various retention strategies are described, including increasing awareness of equal access issues, using materials and instructional techniques that include nontraditional students, identifying role models, and providing support services. Covered in a chapter on placement strategies are job development, student preparation, and follow-up procedures. The final chapter reports on a Texas survey, the Equal Access Survey, that examined the experiences and opinions of postsecondary vocational instructors, counselors, and nontraditional students as well as of nontraditional workers and their employers. Concluding the guide are a bibliography and appendices listing resources for equal access information and materials and a suggested agenda for an equal access workshop. (MN)

**ED 256 939**

*Modified Building Trades. A Parallel Curriculum*

**For Mainstreamed Handicapped Students.**

Texas A and M Univ., College Station. Dept. of

Industrial, Vocational and Technical Education.

Spons Agency—Texas Education Agency, Austin.

Dept. of Occupational Education and Technology.

Pub Date—[85]

Note—177p.; For a related document, see CE 041 493.

**Pub Type—Guides - Classroom - Teacher (052)**

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—Building Trades, Carpentry, Classroom Techniques, Construction (Process), Construction Materials, Curriculum, \*Disabilities, Disadvantaged Youth, \*Employment Potential, Entry Workers, Exceptional Persons, Flooring, Industrial Arts, \*Job Skills, Job Training, Learn-**



ing Activities, Learning Disabilities, \*Mainstreaming, Roofing, Secondary Education, Special Education, Teaching Methods, Trade and Industrial Education, Vocational Education

This curriculum guide has been developed to assist vocational and special education teachers in teaching handicapped and disadvantaged students in a building trades course. The guide contains suggestions and experiences that are necessary to support the achievement of specific competencies. The guide is divided into units of instruction containing major and minor blocks. It is sequenced secondarily to skills or jobs that progressively build upon one another. Activities and experiences for both regular and special needs learners are provided. These activities are explained in notes to the teacher. All of the units of instruction are intended to enable students to develop skills for employment in the building trades field. The first four units of this guide are directed toward developing acceptable behavior by handicapped students for the work world. They provide extensive explanations to the teacher of what to teach and how to teach it. Material covered in these units include the following topics: how to use the guide and the rationale for it, preliminary occupational exploration, pre-employment laboratory application, and preparatory instructional development. The second part of the guide contains a four-unit project for building a single-family dwelling. Units cover concrete foundation, walls and partitions, roof, and finishing. Parallel tasks and expectations for regular and handicapped students are provided. (KC)

ED 256 940 CE 041 493

**Vocational Agriculture I. A Modified Curriculum for Handicapped Students.**

Texas A and M Univ., College Station. Dept. of Industrial, Vocational and Technical Education. Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—[85]

Note—99p; For a related document, see CE 041 492.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Agricultural Education, Agricultural Engineering, Agricultural Production, Classroom Techniques, Curriculum, \*Disabilities, Disadvantaged Youth, Employment Potential, Entry Workers, Exceptional Persons, Farmers, Field Crops, Hand Tools, Job Skills, Job Training, Leadership Training, Learning Activities, Learning Disabilities, \*Mainstreaming, Secondary Education, Soil Conservation, Special Education, Student Organizations, Teaching Methods, \*Vocational Education, Water Resources, Work Experience Programs

Identifiers—Future Farmers of America

This curriculum guide has been developed to assist vocational and special education teachers in teaching handicapped and disadvantaged students in a beginning vocational agriculture course. The guide contains suggestions and experiences that are necessary to support the achievement of specific competencies. The guide is divided into units of instruction containing major and minor blocks. It is sequenced secondarily to skills or jobs that progressively build upon one another. Activities and experiences for both regular and special needs learners are provided. All of the units of instruction are intended to enable students to develop skills for employment in agriculture. The guide contains eight units. Each of the units is divided into several lessons, each containing preferred and minimum student expectations, classroom activities, and a glossary. Some of the topics covered include the following: how to use a modified curriculum, breeds of farm animals, soil and water use and protection, crop production, agricultural mechanics, use of tools, supervised farm experience programs, and Future Farmers of America. (KC)

ED 256 941 CE 041 505

**The Rationale for Industrial Technology/Industrial Arts in Texas.**

Texas Education Agency, Austin.

Pub Date—84

Note—68p.

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Course Con-

tent, \*Educational Needs, \*Educational Objectives, \*Educational Policy, Elementary Education, Guidelines, \*Industrial Arts, Instructional Design, Position Papers, \*Program Content, Program Implementation, Secondary Education, Statewide Planning, Technical Education, Technological Literacy, \*Trade and Industrial Education

Identifiers—\*Texas

The goal of industrial technology for industrial arts education in Texas is the education of society to enable its members to function efficiently in the world of advancing technology. Policymakers in Texas have chosen to organize the industrial technology curriculum around three technology clusters: visual communication, production, and energy technology. If industrial arts is to be justified as a part of tax-supported elementary and secondary education as mandated by Texas state legislation, it must contribute to the following goals: intellectual discipline; economic and occupational competence; citizenship and political understanding and competence; physical and environmental health, ecological balance, and safety; appreciation of culture, language, and life-style diversities and their corresponding aesthetic values; competence in personal and social relations; and use of leisure time. (This document includes discussions of the way in which Texas industrial arts programming contributes to attainment of the aforementioned goals, outlines of recommended industrial technology and industrial arts curricula for grades K-8 and 9-12, lists of specific competencies to be addressed at each of these levels, and guidelines for designing instructional implementation procedures.) (MN)

ED 256 942 CE 041 507

**Hollenback, Kathryn And Others**

**Evaluate the Effectiveness of the Occupational Orientation Programs in Texas. Final Report.**

North Texas State Univ., Denton. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—Jun 84

Note—286p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Career Awareness, \*Career Education, \*Career Exploration, Change Strategies, Curriculum Development, Educational Needs, Followup Studies, Junior High Schools, Literature Reviews, Needs Assessment, Pilot Projects, Program Administration, \*Program Effectiveness, Program Evaluation, Questionnaires, Secondary Education, State Surveys, \*Statewide Planning, Teacher Certification, \*Teacher Education

Identifiers—\*Texas

A project consisting of two followup studies, a literature review, and a pilot study was conducted to evaluate the occupational orientation curriculum and occupational orientation teacher education programs currently in existence in Texas and to recommend changes needed to update them. Various survey instruments were administered to participants at the 1983 State Workshop for Vocational Guidance Personnel in Austin, teachers and administrators involved in delivery of the occupational orientation curriculum at the local level, students participating in occupational orientation programs (both before and after they completed the curriculum), and local education agencies that had previously conducted their own evaluations of local occupational orientation programs. Personal testimony and individual success stories relating to the value of the occupational orientation curriculum abound, thus supporting the conclusion that Texas should be proud of its occupational orientation program. However, the program was not found to be without problems. Several problems in the areas of curriculum development, teacher certification, program management, and evaluation were noted, and recommendations to address these problems were formulated. (This report consists of six independent sections detailing the various phases of the study and presenting the six questionnaires administered during the project.) (MN)

ED 256 943 CE 041 508

**Cepica, M. J. And Others**

**Integration of Computer Related Instruction in Texas Vocational Agriculture Programs. Final Report.**

Texas Tech Univ., Lubbock.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—30 Jun 84

Note—64p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Agricultural Education, \*Computer Assisted Instruction, \*Computer Literacy, Courseware, Educational Equipment, Educational Media, Educational Needs, Educational Practices, \*Educational Trends, Facility Requirements, \*Fused Curriculum, Futures (of Society), Inservice Teacher Education, Microcomputers, Needs Assessment, Questionnaires, Secondary Education, State Surveys, Statewide Planning, Trend Analysis, \*Vocational Education

Identifiers—\*Texas

A study examined current usage of microcomputers, projected software needs, and teacher in-service training needs in Texas vocational agriculture programs. Questionnaires were mailed to each of the 922 vocational agriculture departments in Texas. Data from the 446 usable instruments returned were tabulated by geographical area and school size. Next, currently available vocational agriculture-related software was reviewed, and priority areas for software development were established. Larger schools tended to use microcomputers more than small schools for both administration and teaching. Computers were used more frequently for instructional rather than for administrative purposes, with microcomputers being used in agricultural production courses more often than in any other program area. Fifty-four percent of those teachers not already using microcomputers planned to do so within the next five years. Forty-two percent of the schools responding to the survey had microcomputers available for use by vocational agriculture students and teachers, with most being located in a special computer lab. Although numerous sources of agriculture-related software were available, a critical shortage of practical and economical programs was identified. Both pre- and in-service instruction in the use of microcomputers and computer-assisted instructional techniques were deemed necessary. (The survey instrument is appended.) (MN)

ED 256 944 CE 041 509

**Exemplary/Innovative—An Application of Computer Graphics Curriculum to Selected Vocational/Technical Programs**

Texas State Technical Inst., Sweetwater.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—84

Note—117p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Classroom Techniques, \*Computer Assisted Instruction, \*Computer Graphics, Computer Literacy, Computer Oriented Programs, Courseware, \*Curriculum Development, Disabilities, Input Output, \*Inservice Teacher Education, Learning Activities, Limited English Speaking, Material Development, Media Selection, Online Systems, Postsecondary Education, Secondary Education, State Curriculum Guides, Teaching Methods, Technical Education, Time Sharing, \*Vocational Education

Identifiers—\*Texas

This instructional guide is designed to teach vocational and technical instructors how to modify existing programs and develop new programs to apply computer graphics to selected vocational and technical programs. Addressed in the individual units of the guide are the following topics: vocational program modification (course modification for vocational programs, instructional material, time sharing, modification for handicapped and limited English-proficient (LEP) students); introduction to computer graphics (computer acceptance groups, degrees of cyberphobia, myths about computers, use of computers in classrooms and laboratories, course material profiles, selection of projects and project objectives, discussion of project objectives, and computer terms and definitions); program design (computer users, methods of learning, specific objectives and how to define them, a design guide, and project formats); graphics (guidelines, drawing

graphics, and graphics and commands); text (kinds of text and avoidance of poor text); student-instructor interaction (kinds of questions and avoidance of poor questions); student input and computer interactions (kinds of input, avoidance of poor input, and feedback) and project evaluation. Each unit contains some or all of the following: objectives, series of information sheets, suggested learning activities, and transparency masters. (MN)

**ED 256 945** **CE 041 513**

*Money, Marilyn Smith, Armenia*  
**Equal Access in Vocational Education. Instructor's Guidebook. Models and Strategies.**

Yaleta Independent School District, El Paso, TX. Spons Agency—Department of Education, Washington, DC; Texas Education Agency, Austin. Pub Date—Aug 84

Note—157p; For related documents, see CE 041 514-516.

Pub Type—Guides - Non-Classroom (055)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Career Exploration, Classroom Techniques, Conferences, Counseling Techniques, Cultural Differences, Disabilities, Disadvantaged, Educational Strategies, \*Equal Education, Guidelines, Information Dissemination, Junior High Schools, Learning Activities, Limited English Speaking, Linking Agents, Models, \*Nontraditional Education, Publicity, Role Models, Secondary Education, \*Sex Fairness, Student Organizations, \*Student Recruitment, Teacher Workshops, \*Vocational Education Identifiers—Site Visits, \*Special Needs Students

This guidebook consists of a model and strategies for teachers and counselors to use in recruiting nontraditional and other special needs students into vocational education programs. Provided in the first section are guidelines for fair recruitment of male and female students into vocational programs as well as for recruitment of learning disabled, limited English-proficient, disabled, and culturally different students. The next section outlines strategies for information dissemination, training, and interactive activities. The third section describes the following suggested program activities: information booths, public service announcements, followup activities, an open house for vocational applicants, eighth-grade field trip using peer models, a linkage conference for nontraditional workers and educators, student workshops, activities involving the Future Homemakers of America (FHA) and instructors of courses in office duplication practices, a workshop for teachers, a futures week for middle school students, a role model index to identify local role models, and a job-site visitation activity. Concluding the guide are a bibliography and appendixes containing guidelines for preparing radio and TV spots, newsletters, brochures, posters, and flyers. (MN)

**ED 256 946** **CE 041 514**

*Smith, Armenia*  
**Futures Week. Middle School Program. Instructor's Guidebook.**

Yaleta Independent School District, El Paso, TX. Spons Agency—Department of Education, Washington, DC; Texas Education Agency, Austin. Pub Date—Aug 84

Note—106p; For related documents, see CE 041 513-516. Some pages have small or broken print.

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Basic Skills, \*Career Education, \*Career Exploration, Cooperative Planning, Cooperative Programs, \*Education Work Relationship, Employment Interviews, Field Trips, \*Fused Curriculum, Grade 9, Grade 10, Guidelines, Junior High Schools, Learning Activities, Lesson Plans, Mathematics Skills, Parent Participation, Reading Skills, \*School Business Relationship, Secondary Education, Skill Development, Social Studies, Writing Skills

**Identifiers**—Career Day, \*Site Visits  
This instructor's guide outlines a model program designed to provide middle school students with an opportunity to participate in exploratory activities regarding the world of work and to understand the relationships between education and work. Described in the first part of the manual are the following futures week activities: a job interviewing skit; a futures career day; a business, industry, or government field trip; and a parent program. The second half of the guide consists of classroom materials for use in helping 9th- and 10th-grade students investi-

gate careers while developing writing, social studies, reading, and math skills. Included in this section of the guide are a series of lesson plans, suggested learning activities, student exercises and handouts, information and guide sheets, and answers to selected activities. (MN)

**ED 256 947** **CE 041 515**

*Ross, Eva Smith, Armenia*  
**Developing a Role-Model Index. A Guide Book.**

Yaleta Independent School District, El Paso, TX. Spons Agency—Department of Education, Washington, DC; Texas Education Agency, Austin. Pub Date—Aug 84

Note—39p; For related documents, see CE 041 513-516.

Pub Type—Guides - Non-Classroom (055)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Career Education, Conferences, \*Data Collection, Females, Followup Studies, Guidelines, Hispanic Americans, Information Networks, Interviews, \*Linking Agents, Material Development, \*Nontraditional Occupations, Publicity, Questionnaires, Records (Forms), Research Methodology, \*Role Models, School Community Relationship, School Districts, Secondary Education, Sex Fairness, Surveys, Teacher Workshops, \*Vocational Education Identifiers—Texas (El Paso)

This handbook consists of guidelines and sample materials for use by individuals who want to learn how to identify nontraditional role models, implement a linkage conference for vocational educators and nontraditional workers, and help nontraditional workers serve as role models for students in vocational programs. The first part of the guide, which is a description of the role model index, summarizes the goals and objectives of the index, provides a timeline for implementing the various action steps of the model, and sets forth guidelines, sample letters, and forms for use in identifying nontraditional workers. Examined next are procedures for organizing a linkage conference to bring together vocational educators and nontraditional workers. Various followup activities, including poster development and publicity efforts, are described. Concluding the guide are recommendations concerning implementation of the model and a brief bibliography of the works consulted in developing the role model index. Appendixes to the manual include a list of the names and addresses of some of the individuals identified as being nontraditional role models and a directory of Hispanic women who have agreed to work with vocational educators in the capacity of nontraditional role models. (MN)

**ED 256 948** **CE 041 516**

*Rosales, Mary Lou Smith, Armenia*  
**Developing a Mentor-Protege Program. Job-Visitation Activity. Project Report.**

Yaleta Independent School District, El Paso, TX. Spons Agency—Department of Education, Washington, DC; Texas Education Agency, Austin. Pub Date—Aug 84

Note—145p; For related documents, see CE 041 513-515.

Pub Type—Reports - Descriptive (141)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Career Education, \*Career Exploration, \*Cooperative Planning, Cooperative Programs, Coordination, Educational Cooperation, Guidelines, Interviews, Job Application, Letters (Correspondence), \*Mentors, \*Nontraditional Occupations, Program Development, Program Evaluation, Program Implementation, Records (Forms), Resumes (Personal), \*School Business Relationship, Secondary Education, Student Evaluation, \*Vocational Education Identifiers—\*Site Visits

This guidebook is designed for use by teachers implementing a mentor-protege job-site visitation program to help vocational students, particularly nontraditional students, understand and gain more knowledge about selected vocational fields. The first section of the guide reports on the job site visitation program implemented in the Yaleta Independent School District in El Paso, Texas, during which the materials contained in this guide were developed. Included in the guide are the following materials: a project time line, sample letters and followup letters asking businesses to provide mentors for the program, a contact review form, sample confirmation and post-visit thank-you letters, student and business interview forms, a student information

and guide sheet, student self-evaluation and visitation evaluation worksheets, a parent permission slip, and a businessperson evaluation form. The guidebook also contains copies of the thank-you notes, site visitation forms, resumes, and job applications completed by students participating in the original site visitation program conducted in the Yaleta Independent School District. (MN)

**ED 256 949** **CE 041 519**

*Smith, Armenia*  
**Linking Education and Industry in Preparing Students for Nontraditional Jobs. Project Model. Final Report.**

Yaleta Independent School District, El Paso, TX. Spons Agency—Texas Education Agency, Austin. Pub Date—Aug 84

Note—109p.

Pub Type—Reports - Descriptive (141)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Access to Education, \*Career Education, \*Cooperative Programs, Educational Cooperation, Equal Education, Instructional Materials, Interviews, \*Linking Agents, Material Development, Mentors, \*Nontraditional Occupations, Publicity, Questionnaires, Records (Forms), \*Role Models, \*School Business Relationship, Secondary Education, Sex Fairness, Student Recruitment, Surveys, Vocational Education

The Yaleta Schools Vocational Equity Project was implemented to develop and test methods to link education and industry in preparing students for nontraditional jobs. Both factual and attitudinal data were collected from educators, students, employers, and employees to accomplish the following project objectives: identify successful role models to link with students to provide first-hand experience and encouragement in nontraditional jobs, provide accessibility to new methods of recruitment in vocational jobs, improve student recruitment for nontraditional jobs, prepare strategies for equal access to vocational education programs, develop methods for making industry aware of qualified students who are interested in nontraditional jobs, and link education and industry in a community effort to enhance students' aspirations and opportunities for employment in nontraditional fields. The following were among the activities and products developed during the project: instructional units for students and teachers, a media campaign to increase awareness of nontraditional workers, an equal access strategies guidebook, a nontraditional role model index, a middle school career program entitled "Futures Week," a mentor-protege program, and a poster set dealing with nontraditional workers. (Appendixes to this project report include sample interview guides and evaluation summaries by project participants.) (Author/MN)

**ED 256 950** **CE 041 521**

**Curriculum Development—Post-Secondary Electro-Mechanical Technology. Parts I-IV.**

Texas State Technical Inst., Sweetwater. Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—84  
Note—1,015p.

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Behavioral Objectives, \*Competency Based Education, Criterion Referenced Tests, Electric Motors, \*Electromechanical Technology, Energy, Force, Guidelines, \*Hydraulics, Job Skills, Learning Activities, \*Mechanical Equipment, Mechanics (Physics), Motion, Physics, Postsecondary Education, \*Power Technology, Pressure (Physics), State Curriculum Guides, Student Evaluation, \*Technical Education Identifiers—\*Pneumatics, Texas

This curriculum guide consists of materials for use in teaching a four-part course in electromechanical technical technology. The first part contains nine units dealing with hydraulics and nine units on pneumatics. Addressed in the individual units are the following topics: an introduction to hydraulics; control of hydraulic energy; check valves and accumulators; flow control valves; directional control valves; pressure control valves; pilot-operated controls; hydraulic pumps and motors; fluids, reservoirs, coolers, and filters; force transmission; energy transmission and gas laws; control of pneumatic energy; compressors; compressed air and its conditioning and distribution; check valves, cylinders,



and motors; directional control valves; flow control valves, exhaust, and silencers; and air preparation. The second part contains four units dealing with electric motors and controls and six units on digital electronics. Addressed in the individual units are the following topics: direct current (DC) motors, DC controls, alternating current (AC) motors, AC controls, digital fundamentals, digital circuits, Boolean algebra, flip-flops, sequential logic circuits, and combinational logic circuits. The third part contains five units dealing with power distribution and seven units on mechanical devices. Addressed in the individual units are the following topics: the basics of power distribution, raceways and conductors, feeders and branches, grounding devices, transformers, gears, mechanisms, drives, linkages, linking mechanisms, and cams. The fourth part contains five units dealing with microprocessors and interfacing and one unit on automation. Addressed in the individual units are the following topics: microprocessor architecture, input and output, standard interfaces, analog-to-digital interfaces and peripheral equipment, procedures for troubleshooting microprocessors, and automated systems. Each unit contains some or all of the following: objectives, suggested activities, notes to the instructor, student guidelines, information sheets, job sheets, assignment sheets, criterion-referenced tests, and test answers. (MN)

ED 256 951 CE 041 525

**Brunch, Alvin Y. And Others**  
**Summer Training and Education Program (STEP).**  
 Report on the Pilot Experiences.  
 Public/Private Ventures, Philadelphia, PA.  
 Pub Date—Mar 85  
 Note—186p.  
 Available from—Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106 (\$10.00 prepaid).  
 Pub Type—Reports - Descriptive (141)  
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

**Descriptors**—Career Awareness, Career Education, \*Disadvantaged, Pilot Projects, Program Development, Program Effectiveness, Program Implementation, \*Remedial Programs, Secondary Education, \*Summer Programs, \*Work Experience Programs  
**Identifiers**—Life Planning

This report presents a broad overview and assesses the effectiveness of the summer 1984 pilot of the Summer Training and Education Program (STEP). Chapter I provides a general introduction. These three program objectives are cited: increase participants' level of achievement, increase their ability to make responsible decisions about sexual behavior, and increase their career awareness. Chapter II describes the research design that provides the data upon which this assessment is based. These two components are considered: implementation analysis and impact analysis. Chapter III describes the key features of the program model as it was developed at three participating sites. The chapter offers program overviews, introduces sponsoring agencies at each site, compares the remediation programs offered, describes the work experience component, reviews the life planning component, and discusses participant recruitment and selection. Chapter IV presents a detailed profile of participating youth—both treatments and controls. Chapter V examines the impacts of program participation on academic performance and life planning attitudes and behaviors. Chapter VI summarizes findings and delineates early program lessons. Some findings are increased knowledge of birth control information and increased basic skills. (Data tables are appended.) (YLB)

ED 256 952 CE 041 527

**Solanik, Chuck**  
**Vocational Electronics First Year Teacher's Guide and Student Workbook.**  
 Texas A and M Univ., College Station. Vocational Instructional Services.  
 Spons Agency—Texas Education Agency, Austin.  
 Dept. of Occupational Education and Technology.  
 Pub Date—84  
 Note—495p.; For related document, see CE 041 529.  
 Available from—Vocational Instructional Services, Texas A and M University, F.E. Box 182, College Station, TX 77843.  
 Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)  
 EDRS Price - MF02 Plus Postage. PC Not Avail-

able from EDRS.

**Descriptors**—Classroom Techniques, \*Course Content, \*Electric Circuits, \*Electricity, \*Electronics, Electronic Technicians, Entry Workers, Hand Tools, Industrial Arts, Job Skills, Learning Activities, Learning Modules, \*Lesson Plans, Magnets, Postsecondary Education, Safety, Secondary Education, Student Organizations, Teaching Methods, Trade and Industrial Education, Transparencies, Units of Study, Vocational Education

**Identifiers**—Power Tools

This guide is intended to help teachers give preparatory instruction in the development of basic manipulative skills, safety practices, technical knowledge, and related industrial information in order to prepare students for useful employment in the field of electronics. This first-year guide contains 6 units organized in 21 lesson plans. Each lesson plan contains an aim; lists of teaching aids, materials, and references; prerequisites for students; a step-by-step presentation of the lesson (including teaching points, student activities, and things for the teacher to do or say); applications; evaluation; and a summary. Many lesson plans also include information sheets, assignment sheets, tests with answers, task sheets, activities with answer keys, and transparency masters. The following topics are covered in the lesson plans: orientation to electronics, safety, mathematics, components and symbols, meter measurements, hand and power tools, soldering, circuit construction, electricity, series resistive circuits, parallel resistive circuits, complex resistive circuits, D.C. meter circuits, magnetism, alternating current, inductance, and capacitance. A brief bibliography completes the teacher's guide. The student workbook, keyed to the teacher's guide, includes all or several of the following elements for each lesson: information sheets, assignment sheets, tests, task sheets, student activities, and puzzles. (KC)

ED 256 953 CE 041 529

**Solanik, Chuck**  
**Vocational Electronics Second Year Teacher's Guide and Student Workbook.**  
 Texas A and M Univ., College Station. Vocational Instructional Services.  
 Spons Agency—Texas Education Agency, Austin.  
 Dept. of Occupational Education and Technology.  
 Pub Date—84  
 Note—293p.; For related document, see CE 041 527.

Available from—Vocational Instructional Services, Texas A and M University, F.E. Box 182, College Station, TX 77843.  
 Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)  
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

**Descriptors**—Business Skills, Career Education, \*Classroom Techniques, Communications, \*Course Content, Electrical Systems, \*Electric Circuits, \*Electricity, Electromechanical Technology, Electronic Equipment, \*Electronics, Electronic Technicians, Employment Interviews, Employment Potential, Entrepreneurship, Entry Workers, Industrial Arts, Job Skills, Learning Activities, Learning Modules, \*Lesson Plans, Occupational Information, Postsecondary Education, Secondary Education, Teaching Methods, Trade and Industrial Education, Transparencies, Units of Study, Vocational Education

This guide is intended to help teachers give preparatory instruction in the development of basic manipulative skills, safety practices, technical knowledge, and related industrial information in order to prepare students for useful employment in the field of electronics. This second-year guide contains 7 units organized into 21 lesson plans. Each lesson plan contains an aim; lists of teaching aids, materials, and references; prerequisites for students; a step-by-step presentation of the lesson (including teaching points, student activities, and things for the teacher to do or say); applications; evaluation; and a summary. Many lesson plans also include information sheets, assignment sheets, tests with answers, task sheets, activities with answer keys, and transparency masters. The following topics are covered in the lesson plans: technical skill development, employment skills, job interview preparation, employer-employee responsibility, AC mathematics, R-L-C circuits, semiconductors, diodes, transistors, special semiconductors, power supply circuits, amplifier circuits, oscillator circuits, digital introduction, digital logic gates, sequential logic circuits,

communications systems, electronic systems, career opportunities in electronics, opportunities in free enterprise, and business fundamentals. A brief bibliography completes the teacher's guide. The student workbook, keyed to the teacher's guide, includes all or several of the following elements for each lesson: information sheets, assignment sheets, tests, task sheets, student activities, and puzzles. (KC)

ED 256 954 CE 041 532

**Building Trades. Block III. Floor Framing.**  
 Texas A and M Univ., College Station. Vocational Instructional Services.  
 Spons Agency—Texas Education Agency, Austin.  
 Dept. of Occupational Education and Technology.  
 Pub Date—84

Note—104p.; For related documents, see ED 239 104 and CE 041 533.

Available from—Vocational Instructional Services, Texas A and M University, F.E. Box 182, College Station, TX 77843.

Pub Type—Guides - Classroom - Teacher (052)  
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

**Descriptors**—Building Trades, \*Carpentry, Classroom Techniques, \*Construction (Process), Course Content, Course Descriptions, Curriculum, Educational Resources, \*Flooring, Instructional Materials, Job Skills, Job Training, Learning Activities, Learning Modules, \*Lesson Plans, Postsecondary Education, Secondary Education, Teaching Methods, Trade and Industrial Education, Units of Study

This document contains three units of a course on floor framing to be used as part of a building trades program. Each unit consists, first, of an informational lesson, with complete lesson plan for the teacher's use. Included in each lesson plan are the lesson aim; lists of teaching aids, materials, references, and prerequisites for students; techniques for learner motivation; complete step-by-step lesson presentation; applications; evaluation check list; summary; and suggested reading for students. Each unit also contains information sheets with line drawings, assignment sheets, several complete instructor's lesson plans (similar to the instructional lesson plan) for a manipulative lesson, job sheets, and task sheets. Topics covered include the following: framing lumber, installing sills and headers on foundation walls, plywood and processed wood panels, framing girders and beams on pier foundations, types of house framing and framing components, installing floor joists, types of floor frames and floor frame components, installing bridging, and installing plywood or fiberboard subfloor. (KC)

ED 256 955 CE 041 533

**Building Trades. Block IV. Wall Framing.**  
 Texas A and M Univ., College Station. Vocational Instructional Services.  
 Spons Agency—Texas Education Agency, Austin.  
 Dept. of Occupational Education and Technology.  
 Pub Date—85

Note—141p.; For related documents, see ED 239 104 and CE 041 532.

Available from—Vocational Instructional Services, Texas A and M University, F.E. Box 182, College Station, TX 77843.

Pub Type—Guides - Classroom - Teacher (052)  
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

**Descriptors**—Building Trades, \*Carpentry, Classroom Techniques, \*Construction (Process), Construction Materials, Course Content, Course Descriptions, Curriculum, Educational Resources, Instructional Materials, Job Skills, Job Training, Learning Activities, Learning Modules, \*Lesson Plans, Postsecondary Education, Secondary Education, Structural Elements (Construction), Teaching Methods, Trade and Industrial Education, Units of Study  
**Identifiers**—Wall Framing

This document contains three units of a course on wall framing to be used as part of a building trades program. Each unit consists, first, of an informational lesson, with complete lesson plan for the teacher's use. Included in each lesson plan are the lesson aim; lists of teaching aids, materials, references, and prerequisites for students; techniques for learner motivation; complete step-by-step lesson presentation; applications; evaluation check list; summary; and suggested reading for students. Each unit also contains information sheets with line drawings, assignment sheets, one or several complete in-

structor's lesson plans (similar to the instructional lesson plan) for a manipulative lesson, job sheets, and task sheets. Topics covered include the following: types of wall framing and parts of wall frames, sole plate installation, types and construction of corner posts, construction of partitions, construction of headers, wall bracing, and wall frame construction. (KC)

ED 256 956 CE 041 535

Hartwig, John  
Bright Horizons. Iowa GED Writing Skills Pilot Project. Final Report.

Iowa State Dept. of Public Instruction, Des Moines. Pub Date—Jul 85

Note—59p.  
Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, \*Essay Tests, \*Evaluation, \*High School Equivalency Programs, Pilot Projects, Testing, \*Test Reliability, \*Test Validity, Writing Instruction, \*Writing Skills

Identifiers—\*General Educational Development Tests, Iowa

A pilot project determined whether a proposed essay addition to the new General Educational Development (GED) test batteries, scheduled for release in 1988, could be successfully administered and scored in local test centers with an acceptable degree of test reliability and validity. Conducted in cooperation with the GED Testing Service, the project also investigated the logistics, costs, and effort involved in coordinating instructional and testing components. An instructional component explored various instructional strategies and curriculum materials for teaching writing skills to prospective GED candidates. The testing component involved the following: selection of GED candidates to take essay tests, coordination and scoring of essay tests, collection of data and information for project evaluation, and completion of the project evaluation survey. Project conclusions were that the essay component was effectively administered, scored, and reported at the local level; the instructional component contributed significantly to GED candidates' preparation and readiness; and the strategy of holistic scoring meets the overall objectives of efficient, effective, reliable, and valid scoring of the essay at the local level. (Appendixes, amounting to approximately three-fourths of the report, include an outline of evaluation strategies with surveys, scoring procedures, and essay test and descriptions of project procedures.) (YLB)

ED 256 957 CE 041 538

Job Options for Women in the 90's. Pamphlet 18. Women's Bureau (DOL), Washington, D.C.

Pub Date—80

Note—29p; Photographs will not reproduce well. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Adult Education, Career Choice, Career Counseling, Career Education, \*Career Planning, Decision Making, \*Demand Occupations, Employment Interviews, \*Employment Opportunities, \*Employment Projections, Equal Opportunities (Jobs), \*Females, Information Services, \*Job Search Methods, Referral, Resumes (Personal), Sex Fairness

This booklet is intended to provide guidance to women who are making decisions about their lives and work and to help them take advantage of the opportunities that are now open to them. Part I gives an overview of the status of women in the work force and some of the factors that affect women's employment. Alternative work patterns are a special focus. Part II provides information about what kinds of jobs will be in demand. The major occupational groups are listed with projected growth for the next decade. Part III contains information about employment counseling or job hunting resources that can be helpful to women as they venture forth into their own futures. Information is provided and resources are listed on these topics: choosing an occupation, becoming qualified, seeking employment (resumes and applications, job hunt, job interviews), and job hunting tips for teen women (getting ready, job hunting, applying, interview). A final section describes these types of information and referral sources: commissions on the status of women; Federal, State, and local agencies; women's centers; and Women's Bureau publica-

tions. (YLB)

ED 256 958 CE 041 539

McCormick-Pickett, Nancy, Ed.  
Women on the Job: Careers in the Electronic Media.

American Women in Radio and Television, Inc., Washington, D.C.; Women's Bureau (DOL), Washington, D.C.

Pub Date—Jan 84

Note—32p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Broadcast Industry, Business Administration, Career Education, \*Careers, Commercial Art, Communications, \*Employment Opportunities, Engineering, \*Females, Lawyers, Marketing, News Reporting, News Writing, \*Occupational Information, Personnel Management, Production Techniques, Programming (Broadcast), Publicity, Radio, Television

Identifiers—American Women in Radio and Television, Women's Bureau

This booklet describes briefly some career opportunities for women in the electronic media, both in and out of the broadcast facilities. Introductory materials include descriptions of the roles of American Women in Radio and Television, Inc., and the Women's Bureau in the U.S. Department of Labor. A discussion follows of the types of careers available in broadcasting, opportunities for handicapped individuals, and job search. Addresses of two national broadcast skills banks that offer guidance and leads to available positions are provided. Career opportunities in 10 areas of the electronic media are then described. Occupational information is provided for a number of careers in these major areas: administration, art, engineering, legal, news, personnel, production, programming, promotion, and sales. (YLB)

ED 256 959 CE 041 543

Personnel Practices for an Aging Work Force: Private-Sector Examples. An Information Paper.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Report No.—Senate-Prt-99-10

Pub Date—Feb 85

Note—74p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Aging (Individuals), Case Studies, \*Employment Opportunities, \*Employment Practices, \*Older Adults, \*Personnel Policy, Retirement

This information paper provides employers, policymakers, and the general public with examples of innovative personnel policies and practices designed by private sector employers to increase employment opportunities for older workers. Part I is an introduction and overview. It defines the problems of the older worker and describes the National Older Worker Information System (NOWIS), the data source for this paper. It then examines the specifics of the types of programs developed by the private sector, including hiring for part- and full-time employment, training, transitions to retirement, and job redesign and flexible scheduling. Part 2 contains a selection of company summaries from NOWIS. The 38 company summaries appear in alphabetical order by company name. Each summary contains these components: problems/improvements addressed, summary, and description. A listing of personal sources of data for company summaries is presented. Three indexes provide access to the company summaries according to: (1) the program type; (2) the type of industry; and (3) the type of work force covered. (YLB)

ED 256 960 CE 041 545

Kogoe, Akrima  
Trends and Issues in Vocational Technical Education in Francophone West Africa.

Pub Date—85

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Developing Nations, \*Economic Development, \*Labor Force Development, Postsecondary Education, \*Role of Education, Secondary Education, \*Social Change, Technological Advancement, Unemployment, \*Vocational Education

Identifiers—\*French West Africa  
Francophone West Africa has committed itself to

the goal of universal formal education as the most effective method of insuring rapid economic and national development. (Francophone West Africa is composed of Senegal, Mauritania, Guinea, Mali, Ivory Coast, Togo, Benin, Niger, and Burkina-Faso.) The costly investments of limited fiscal resources in these countries' educational systems have resulted in the accumulation of redundant educated labor and incommensurate progress in economic and social development. These failings have been brought on mainly by the value orientation of school curricula that lead students to become job seekers rather than enabling them to undertake self-employment or entrepreneurial ventures that would create employment opportunities. Vocational-technical education has been stressed as an alternative that would ensure development by alleviating unemployment, reorienting student attitudes towards rural society, halting urban migration, and transmitting skills and values useful in employment. Vocational technical education is important in socioeconomic growth and development in Francophone West Africa states because development must start at the bottom, that is, in rural areas. Also, vocational-technical education provides those advanced technology skills that cannot be learned through on-the-job training in a developing country. (YLB)

ED 256 961 CE 041 546

Specific Technological Assumptions Affecting the Bureau of Labor Statistics' 1995 Employment Projections. Report to the Honorable Berkeley

Bedell, United States House of Representatives.

General Accounting Office, Washington, D.C.

Report No.—GAO/OCE-85-2

Pub Date—20 May 85

Note—142p; For a related document, see CE 041 409.

Available from—U.S. General Accounting Office Document Handling and Information Services Facility, P. O. Box 6015, Gaithersburg, MD 20877 (First five free; additional copies: \$3.25 bound, \$1.00 unbound).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Career Education, \*Demand Occupations, \*Employment Patterns, \*Employment Potential, \*Employment Projections, Futures (of Society), \*Resource Materials

Identifiers—\*Bureau of Labor Statistics

This report begins with a brief description of the process that the Bureau of Labor Statistics (BLS) uses to develop its employment projections. It then provides detailed information on specific technological assumptions that BLS used in projecting 1995 employment levels for certain industries and occupations. Information is also included on the actual and projected employment levels for these industries and occupations, as well as a discussion and summary of the documents that BLS maintains to develop its assumptions and employment projections. Eight enclosures amount to 125 pages. Enclosure I contains assumptions regarding the 59 durable goods industries as defined by BLS. General and technological assumptions as well as rates of development and dispersal are provided. Similar information is contained in enclosure II, consisting of assumptions regarding the 40 highest growth occupations as defined by BLS. Information for each of the 59 durable goods industries and each of the 40 largest growth occupations contained in enclosures III and IV shows 1982 actual employment, 1995 projected employment, the differences between 1982 actual and 1995 projected employment levels, and percentage of change. Enclosures V and VI offer categorizations of documents retained by BLS for the durable goods industries and for the 40 largest growth occupations. Enclosures VII and VIII contain correspondence. (YLB)

ED 256 962 CE 041 552

National Park Service Careers. National Park Service (Dept. of Interior), Washington, D.C.

Pub Date—Aug 83

Note—24p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administration, Career Education, \*Careers, Conservation (Environment), Conservation Education, \*Employment Opportunities, Environmental Education, Forestry Occupations, Hospitality Occupations, Labor Needs, Occupational Information, \*Parks, Recreation, Recreational Facilities, Vocational Education, \*Wildlife

**Management**  
Identifiers—National Parks, \*National Park Service, \*Park Rangers

This booklet offers information on the employment needs of and career opportunities in the National Park Service. General information on the Service and employment is followed by specific information on these career opportunities: park ranger, park aide and technician, park police, administrative careers, and maintenance, trade, and craft positions. Duties, how to apply, and basic qualifications are described. Other opportunities that are limited in number require advanced degrees or substantial specialized work experience, and/or are available in a few locations are also mentioned. These include biological sciences, physical sciences, cultural resources, land acquisition, museum staff, writer-editor and public information specialist, and concessions specialist. Seasonal employment, volunteers in parks, Selective Placement Program, and Veterans Readjustment Appointment are briefly discussed. Information is provided on employment benefits and application and hiring. A map indicating the areas of the National Park System appears in the center of the booklet. Addresses and telephone numbers of Federal Job Information Centers are appended. (YLB)

ED 256 963 CE 041 553

McPherson, Kenard And Others  
Supplemental Driver Safety Program Development. Volume I—Development Research and Evaluation. Final Report.

National Public Services Research Inst., Alexandria, Va.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-806-471

Pub Date—Feb 83

Contract—DT-HS-9-02284

Note—143p; For volume II, see CE 041 554.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Alcohol Education, Attitude Change, Behavior Change, Drinking, \*Driver Education, Fuels, \*Instructional Material Evaluation, \*Learning Modules, \*Material Development, Peer Influence, Secondary Education, \*Traffic Safety

Identifiers—Drunk Driving, \*Seat Belts, Speeding  
Instructional modules for driver education programs were prepared to improve safe driving knowledge, attitudes, and performances of 16- to 18-year-old drivers. These modules were designed to provide supplementary instruction in five content areas critical to the safe and efficient operation of motor vehicles by young drivers—speed management, alcohol, restraint usage, hazard perception (pedestrian and cyclist hazards only), and energy efficient driving. Research activities determined what should be taught and how knowledge, attitudes, and behaviors should be communicated for maximum efficiency. Ten instructional modules were prepared—three in the area of alcohol, four on restraint usage, and one each in the other three content areas. An evaluation of module effectiveness indicated that the speeding module, the restraint modules, and an alcohol module focusing on the need to intervene when others are in drinking-driving situations were capable of improving behavior. The other two alcohol modules and the fuel-efficiency module improved knowledge and attitudes but failed to induce behavioral change. Neither was behavioral improvement observed in connection with the hazard perception module. (Forty tables and eight figures are provided.) (YLB)

ED 256 964 CE 041 554

McPherson, Kenard Weidman, James R.  
Supplemental Driver Safety Program Development. Volume II—Pilot and Field Test Module Materials. Final Report.

National Public Services Research Inst., Alexandria, Va.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-806-472

Pub Date—Feb 83

Contract—DT-HS-9-02284

Note—262p; For volume I, see CE 041 553.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—\*Alcohol Education, Attitudes, Behavioral Objectives, \*Drinking, \*Driver Education, Learning Activities, Learning Modules,

\*Peer Influence, Secondary Education, Teaching Guides, \*Traffic Safety  
Identifiers—Drunk Driving, \*Seat Belts

This volume contains materials to supplement existing driver education programming offered by high schools to youthful (16- to 18-year old) drivers. Section I contains three drinking/driving modules: an information-only module, a self-image module, and a three-unit peer intervention module. An instructor's guide provided for each module includes these components: introduction, goal and objectives, program characteristics (length of time, teaching methods), a list of required materials, preprogram (premodule) preparation, and instructional activities. Six scenarios are presented for role-playing exercises in the third module. Fourteen visuals are included. A manual on drinking and driving and two tests with answer sheets are also provided. Section II contains five safety restraint modules: an information module, a peer testimonial module, an information and convincer ride module, and a crash dynamics module. An instructor's guide is provided for each module. Other contents of this section are a booklet on safety belts, a knowledge test with answer sheet, and an attitude measure with scoring key. Section III contains a speed management module, which includes an instructor's guide, student manual, knowledge test with answer sheet, and attitude measure with scoring key. Section IV is a module on pedestrian/cyclist hazard perception. An instructor's guide is provided. (YLB)

ED 256 965 CE 041 558

Armstrong, Laura M.  
Extended Workforce Participation of Older Adults: Issues and Trends.

Pub Date—Jul 85

Note—24p; Paper presented at the Summer Conference of the Ohio Continuing Higher Education Association (Atwood Lake, OH, July 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Discrimination, \*Agency Role, Career Education, Community Services, Employee Attitudes, \*Employment, Employment Patterns, \*Employment Practices, Futures (of Society), \*Older Adults, \*Retirement, \*Role of Education

Identifiers—\*Business Role  
Demographic, social, and economic trends are pointing in the direction of increased work force participation for older adults. The four major forces responsible for change in work patterns are the changing work force, changing older people, economic forces, and social forces. These forces are mediated by social convention, especially the "retirement convention," which, however, is beginning to seem less and less appropriate. A recent policy study shows a majority of those 55 and older who still work would prefer to continue working. Population projections and social and economic trends argue for innovative approaches to the use of older workers and increased options for an extended working life. Because of the diversity of the clientele to be served, corporations, universities, and community service agencies can all be involved. Corporations can play roles in advocacy of employment for older workers, retraining, and development of older worker employment policies. Educational institutions can play a role in reversing negative biases, providing skills necessary to insure the continuing productivity of older workers, and meeting society's shifting educational needs. Like educational institutions, community service agencies have had a "leisure role." They can offer counseling, career counseling, and job-related training, and can support extended workplace involvement for older adults. (YLB)

ED 256 966 CE 041 598

Felletier, Alfred W.  
U.S. Science and Technology—Its Impact on Trade and Industry Training.

Pub Date—4 Dec 83

Note—13p; Paper presented at the Annual Convention of the American Vocational Association (Anaheim, CA, December 4, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Vocational Education, Dislocated Workers, \*Educational Improvement, \*Education Work Relationship, Industry, Job Skills, \*Job Training, Postsecondary Education, Rele-

vance (Education), \*Retraining, School Business Relationship, School Role, Secondary Education, \*Technological Advancement, \*Vocational Education

Vocational education must train students in a way that capitalizes on their potential while preparing them with the skills needed for the jobs being created through advances in science and technology. The impact of technological change has been to challenge education to ease the transition of displaced workers and to accommodate entries. State-of-the-art design and manufacturing systems that have influenced industry include computers, fiber optics, lasers, and robotics. Industry needs personnel with a basic, underlying structure of skills; specialized training; and the flexibility to learn new skills. Vocational education will serve young people and also workers who need a shorter, more focused period of retraining. High schools should narrow nonacademic instruction to a few well-chosen basic courses and leave more advanced training to full-time trade schools or technical institutes. Three conclusions can be drawn from a recent evaluation of vocational programs: vocational education is conferred a lower status than academic education, provision of vocational education is as important as preparation of students for college, and the variety in vocational education is an asset and a drawback. Reforms should include national program standards, program coordination, and industry involvement. (YLB)

CG

ED 256 967 CG 018 189

Bass, Rosalyn D. And Others  
The Changing Careers of Two Structural Types of CMHCs.

National Inst. of Mental Health (DHHS/PHS), Rockville, Md. Div. of Biometry and Epidemiology.

Pub Date—Oct 85

Note—53p; Based on a paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, \*Delivery Systems, \*Federal Aid, \*Financial Support, \*Institutional Characteristics, Program Evaluation, Trend Analysis

Identifiers—\*Community Mental Health Centers  
The federally funded Community Mental Health Centers (CMHCs) Program was designed to permit centers the structural flexibility to meet a wide range of local conditions. Although centers differ along many dimensions, it is possible to classify them into two basic structural models based on whether inpatient care is provided by the grantee directly (Inpatient Provider CMHCs) or indirectly through an affiliate (Inpatient Affiliated CMHCs). Changes in funding, clientele, and services from 1971 to 1980 were examined cross-sectionally and with cohorts for Inpatient Provider and Inpatient Affiliated CMHCs. The results indicated that Inpatient Provider CMHCs grew in revenues and shifted from reliance on federal funds to revenues from services and states, while Inpatient Affiliated CMHCs fell in revenues and changed little in their proportional reliance on federal dollars. Inpatient Provider CMHCs also averaged more additions and episodes of care than Inpatient Affiliated centers. Inpatient Affiliated centers grew more from 1971 to 1976, but from 1976 to 1980 Inpatient Provider centers grew, while Inpatient Affiliated centers dropped or grew less. The data support the notion that organizational structure is an important differentiating variable in describing and evaluating federally funded CMHCs. (The appendix contains three tables and nine figures depicting revenue changes and service additions for CMHCs from 1971 to 1980.) (NRB)

ED 256 968 CG 018 190

Smith, Douglas K. Lyon, Mark A.  
School Psychologists' Attributions for Success and Failure in Consultation.

Pub Date—Aug 84

Note—33p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).



Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attribution Theory, \*Consultants, Counselor Teacher Cooperation, Elementary Secondary Education, \*Failure, Parent Responsibility, \*School Psychologists, Student Problems, \*Success, Teacher Responsibility

Many surveys of school psychologists have documented their desire to devote more time to consultation—an indirect service delivery system in which the school psychologist interacts with a consultee (teacher, parent, other professional) for purposes of solving a client problem. To expand the work of Martin and Curtis (1981) on school psychologists' attributions regarding consultation outcomes, questionnaires were completed by 234 school psychologists who reported their attributions for success and failure in consultation. The results indicated that the type of problem presented for consultation was predominantly a student problem involving behavior or academic difficulties and the client was most likely to be a boy in elementary or middle school. The results from chi-square analyses were highly significant, indicating that the psychologists attributed approximately 22 percent of successful cases and only 6 percent of failures to themselves. Conversely, they attributed 42 percent of successful cases and 77 percent of failures to the consultee. Respondents were more likely to report failure with teacher consultees compared to parent or parent-teacher consultees. Comparisons of psychologist characteristics with reasons for success or failure revealed that psychologists with a wide range of experience and characteristics were similar in their attributions. (Suggestions for training programs in school psychology drawn from these findings are discussed.) (NRB)

ED 256 969 CG 018 191

Uleman, James S. Singer, David

Perceived Dissimilarity: An Informational Basis for the Actor-Observer Divergence.

Pub Date—Aug 84

Note—11p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attribution Theory, \*Congruence (Psychology), \*Knowledge Level, Motivation, \*Observation, \*Personality Traits, Perspective Taking

Identifiers—\*Actor Observer Divergence

Considerable evidence has been found to support the hypothesis that actors' and observers' attributions diverge. It is also becoming clear that this divergence is not the result of a single process, but is the result of factors which co-occur and differentiate actors from observers. Observers' beliefs about their similarity to actors were manipulated in two studies to see whether attributional differences between actors and observers covary with informational differences. In the first study, 90 male undergraduates served either as actors, similar observers, or dissimilar observers. Actors either succeeded or failed in changing another's attitude. Significant actor-observer effects occurred on most attribution measures: open-ended internality, actor's motivation, task difficulty, and luck. Similar observers' attributions almost always fell between actors' and dissimilar observers' attributions. In the second study, 175 observers rated a fictional other's personality as less dependent "on the situation" when s/he was more dissimilar. The results support an informational, rather than a perspective or motivational explanation for the actor-observer divergence. (NRB)

ED 256 970 CG 018 192

Falbo, Toni Eisen, Marvin

Interpersonal Influence Strategies Applied to Sexual Decision-Making of Adolescents.

Pub Date—Aug 84

Note—18p; Paper presented in the symposium "A Health Belief Model Approach to Improving Adolescent Fertility Control," at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescents, Age Differences,

Change Strategies, Contraception, Decision Making, \*Individual Power, \*Interpersonal Relationship, Locus of Control, Racial Differences, Sex Differences, \*Sexuality

Identifiers—\*Power Strategies

Little is known about the power strategies adolescents view as effective in influencing an intimate partner to have or avoid having sexual intercourse. These strategies were examined in a pretest survey of 203 adolescents who reported their agreement or disagreement with strategies used to have protected sex or to avoid having sex with a girl/boyfriend. The results indicated that in avoiding sex, adolescents preferred a direct and unilateral strategy; in seeking protected sex, they preferred a direct and bilateral strategy. The unilateral, indirect approach was the least preferred strategy regardless of sexual goal. The findings also showed that gender, age, and ethnicity were significantly related to agreement with power strategy use; minority, female, and younger adolescents agreed more, in general, to all strategies to avoid and to have sex. A posttest survey was completed by 146 adolescents who had completed a Health Belief Model training project designed to train adolescents to use effective strategies in intimate relationships. Posttest results indicated that the project had little influence on the overall preference rankings of strategies. Participants gained in terms of desirable strategies to have protected sex, but were not generally affected in terms of strategies to avoid sexual intercourse. (Data tables describing the strategies assessed, with results, are appended.) (NRB)

ED 256 971 CG 018 193

Anselmi, Dina L. Smith, Kathleen M.

Gender Differences in Career, Marriage and Family Expectations of College Students.

Pub Date—Aug 84

Note—10p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Careers, \*College Students, Employed Women, Expectation, \*Family Life, Higher Education, Life Style, \*Marriage, \*Role Perception, \*Sex Differences, Values

While women are more involved in work outside the home and changes in traditional role orientations are occurring, the nature and extent of such changes remain unclear. A questionnaire was administered to 126 male and 94 female college students to examine their career, marriage, and family expectations. The results indicated that although career, marriage, and family were all very important to both men and women, women rated marriage as more important than did men and men were more likely to expect to have a career at age 40 than were women. In the area of occupational aspirations, business, social science, and law had the highest frequencies for females, while business, medicine, and computers had the highest frequencies for males. Women were more likely to see themselves doing housework, part-time work, or volunteer work, whereas men were likely to see themselves employed full-time. Men rated prestige and salary as important reasons for occupational choice, while women emphasized a pleasant work setting and social interactions. Data on the relationship of marriage and family to career showed that men were more willing than women to relocate, work overtime, and work weekends for their own careers. (NRB)

ED 256 972 CG 018 194

Cherniss, Cary

Motivational Strategies for Young Professionals in the Human Services.

Pub Date—Aug 84

Note—26p; Paper presented in the symposium "New Approaches to Early Career Development: Solutions for Declining Motivation" at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Human Services, Job Performance, Job Satisfaction, \*Motivation, \*Motivation Techniques, \*Professional Personnel, Quality of Life, Role Conflict, \*Stress Variables

Many of the caring and socializing functions for-

merly provided by primary groups, such as the family or church, now are assumed by formal institutions. The quality of life in our society increasingly has been influenced by human service professionals. Motivational problems for these professionals can adversely affect their performance and can occur anytime in their training or careers; however, there is evidence suggesting that initial career experiences can be particularly important. An in-depth, longitudinal study of 28 new human service professionals (lawyers, nurses, mental health professionals, and high school teachers) revealed that the work motivation of many new professionals declined during the first year of their careers. The amount of motivational decline seemed to be strongly related to the degree of stress which they encountered in their jobs. Four aspects of the job were particularly important as sources of stress: ambiguity, professional-bureaucratic role conflict, professional-client relationship, and the absence of formal, organizational concern about the quality of work life. These stress areas suggest several motivational strategies to be employed in pre-service training and on the job that could help new professionals sustain their motivation, e.g., interpersonal helping skills, organizational conflict resolution skills, and management development. (NRB)

ED 256 973 CG 018 195

Petersen, Anne C.

Integrating Counseling and Human Development: The Example of Adolescence.

Pub Date—Apr 84

Note—17p; Vice-Presidential address for Division E (Counseling and Human Development) presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescent Development, Adolescents, Coping, \*Counseling, \*Individual Development, \*Interprofessional Relationship, \*Research Needs, Stress Variables

Division E of the American Educational Research Association is concerned with counseling and human development, yet these two components often appear to be poorly integrated. The integration of counseling and human development, however, is important both for scientific advance and for the provision of better service. A major goal for both counseling and human development is to help people live better, more satisfying lives. Both kinds of research focus on change processes, use the individual as the unit of analysis, and examine similar kinds of phenomena. Counseling research focuses primarily on change through intervention whereas human development research typically involves observation of naturally-occurring changes. These two ways of understanding human experience can be seen as complementary and interrelated. The development of a peer model program to reduce repeat pregnancy among adolescents benefited from information from both counseling and human development research. Collaboration between counseling and human development professionals could also be beneficial in dealing with adolescent eating disorders (bulimia, anorexia nervosa) and with adolescent stress and coping. Information from these two kinds of research is reciprocally informative and, in some cases, information from both sources is essential to the understanding of phenomena and to the improvement of human lives. (NRB)

ED 256 974 CG 018 196

Thomas, Sandra P.

Predictors of Health in Middle Adulthood.

Pub Date—Aug 84

Note—21p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Adult Development, \*Heredity, \*Locus of Control, \*Middle Aged Adults, \*Physical Health, Predictor Variables, Stress Variables

Identifiers—\*Health Status, Self Management

There is increasing acceptance of the premise that growth and development continue throughout adult life and, as life expectancy has lengthened, there is a much expanded mid-life period. Yet, middle adulthood has been neglected as an area of theoretical

and empirical examination. Adults (N=251) in middle adulthood (age 35-55) completed instruments measuring current health status, health locus of control, health value, health habits, self-management effectiveness, stressful life events, social support, genetic predisposition, gender, level of education, and income. The results indicated that internal locus of control was positively related to total self-management, health self-management, and health habits, while chance locus and powerful others locus were negatively related to these behavioral variables. The strongest predictors positively related to health were internal locus of control and health habits. The strongest predictors inversely related to health were powerful others locus, genetic predisposition, and less-than-high school education. Although some factors not readily modifiable for middle-aged adults were found to contribute to health status, modifiable attitudinal and behavioral variables were also found to be important: even in cases with high genetic predisposition to disease, good health habits appeared to make a significant difference. (NRB)

ED 256 975 CG 018 197

Neely, Margery A.  
Delinquency, Child Abuse, and Suggestions to  
Stamp Out Violence.  
Pub Date—2 Apr 85

Note—11p; Paper presented at the Annual Convention of the American Association for Counseling and Development (New York, NY, April 2-5, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Antisocial Behavior, Child Abuse, Coping, \*Counselor Role, Delinquency, Discipline, Interpersonal Competence, Listening Skills, Opinion Papers, Parent Attitudes, \*Parent Role, \*Role Models, Skill Development, Verbal Communication, Violence

Studies have traced a possible link between patterns of family interaction, faulty socialization, child abuse, and delinquent behavior. Counselors can respond to the needs of society to reduce violence by their access to the research on human development and in their work with families and children. Some types of discipline and parental attitudes are more effective than others in forestalling antisocial behavior. Firm, consistent, warm role models who show how to communicate verbally during times of conflict and stress are important. Both parents must agree to use no violence and to share authority in the family. Good communication skills, such as active listening and family negotiations, should be taught and modeled. Children must be taught how to reduce stress, how to think about their thoughts, how to exercise self-control, and how to generate alternative ways of responding to conflicts. (A table of suggestions to eliminate violence is included which outlines the need for sexual equality, health protection, interpersonal skill training, social action, treating others with dignity, changes in laws, and providing experiences with nurturant adults for children.) (NRB)

ED 256 976 CG 018 198

Zimpher, David G. DeMocker, Janice D.  
The Use of Groups for Psychosocial Intervention  
with Medical/Surgical Patients.  
Pub Date—Apr 85

Note—14p; Paper presented at the Annual Convention of the American Association for Counseling and Development (New York, NY, April 2-5, 1985).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Disabilities, Diseases, \*Group Counseling, \*Group Therapy, Helping Relationship, Intervention, Modeling (Psychology), \*Patients, Physical Health, Social Support Groups, Well Being

Although a connection between physical health and emotional well-being has long been recognized, health caregivers have only recently begun to focus on the influence of illness or disability on attitudes and behaviors. Groups have been organized for therapeutic, supportive, or orientational purposes with general medical-surgical patients. Group work for the medically ill may serve not only to prepare members to understand and use medical technology but also to assist them in accepting change in their health status and in continuing as a functional part of the family and community. The holistic health

movement lends impetus to the use of group interventions by providing evidence that the presence of an empathic support system may have beneficial effects on physiological functioning, and that information may aid ill persons to retain a perception of control over their health, thus promoting optimal physical functioning. Investigations of group work in medicine have revealed nine therapeutic factors which can help patients: information, clarification, universality, catharsis, peer support, interaction, helper therapy, modeling, and confrontation. Data from these studies suggest that the use of groups for psychosocial intervention is an effective tool in the care of the physically ill. (NRB)

ED 256 977 CG 018 199

Newome, Teresa I. Stilwell, William E.  
Psychologists in Education and Industry: A Liaison.

Pub Date—Apr 84

Note—28p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). For related document, see ED 237 891.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—Business, \*Counselor Training, Developmental Psychology, \*Doctoral Programs, Educational Psychology, \*Employment Opportunities, \*Employment Patterns, Employment Potential, Industry, Job Skills, \*Psychologists, School Psychologists

Identifiers—Counseling Psychology, Industrial Psychology

Changes in the employment patterns of psychologists have been predicted and confirmed by various researchers. To explore the training and employment patterns of doctoral level counseling, developmental, educational, and school psychologists, data were gathered from 45 doctorate-granting universities, 55 comprehensive colleges and universities, and the second 100 largest corporate employers. In addition, the linkage strategies used by these respondents were examined. Participants from these training programs and industrial corporations completed questionnaires on their anticipated training and employment patterns for selected behavioral scientists over the period 1983-1988, and on possible strategies to cope with changing employment patterns. Usable data from 45 academic respondents and 13 industrial respondents indicated that admission patterns varied widely among the different training programs, and suggested that these programs required varying numbers of years of graduate training. Employment patterns for the selected doctoral level psychologists indicated that inexperienced Ph.D. psychologists would find no employment in industry, but that new Ph.D.'s in counseling and school psychology would have more employment opportunities in academia than would developmental and educational psychologists. The findings indicate that training programs are doing little to enhance their students' marketability with industry. (Seven recommendations for enhancing graduates' marketability with industry are given.) (NRB)

ED 256 978 CG 018 200

Huhn, Ralph And Others  
Preparation for Group Counseling in the United States: A Directory of Programs, Characteristics, and Personnel-1983.

Pub Date—Jan 84

Note—81p; Presented at the Annual Convention of the American Association for Counseling and Development (New York, NY, April 2-5, 1985). Available from—Guidance Bureau, Graduate School of Education, 325 White Hall, Kent State University, Kent, OH 44242.

Pub Type—Reference Materials - Bibliographies (131) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Faculty, \*Counselor Training, Educational Opportunities, Enrollment, \*Group Counseling, Higher Education, \*Professional Education, Program Descriptions, \*Program Design, Teaching Methods

Identifiers—Association for Specialists in Group Work

This directory was developed from responses of 73 colleges and universities to a survey conducted by the Association for Specialists in Group Work to ascertain the amount and kinds of instruction offered in group counseling. Items chosen for use in

the directory include: the level at which the program is taught and the number of courses at each level, a rank ordering of the profession of origin of the students in the program, the client populations on which the program is focused, the typical annual student enrollment, the theoretical-philosophical base of the program, teaching methods used in the program, and a listing of group specialists on the faculty. Additionally, each entry includes the name and address of a contact person. Programs presented in this directory can be compared with each other and with general and specific guidelines discussed in the introduction. The body of the directory is presented in alphabetical order by institution name. It is cross-indexed by institution and by state. A further index lists faculty members alphabetically. A summary table is provided which lists in alphabetical order all the institutions in the directory with their responses to survey questions. The survey used to gather directory information is included in the appendix. (NRB)

ED 256 979 CG 018 201

Macell, David F.  
Belongingness-The Critical Variable in the Residential Treatment of Alcoholism.

Pub Date—Aug 84

Note—12p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Adults, \*Alcoholism, Clinics, Drinking, Males, \*Program Design, \*Program Effectiveness, \*Recidivism, \*Residential Programs

Identifiers—\*Belongingness  
Many alcohol treatment programs have stressed a sense of belongingness as a means for successful treatment of alcoholics in a residential setting. An examination of the effectiveness of this strategy in highly structured and less structured programs involved 200 chronic, recidivist male adult alcoholics in a residential program. Subjects were randomly assigned to either a highly structured or a less structured version of the same program. Data from pre- and posttest structured interviews were used to classify clients' belongingness type (isolate, dyad, cluster, variant). Treatment outcome was measured by length of stay in the program and rate of relapse. The findings indicated no significant relationship between program structure and belongingness level change. There was a significant relationship between belongingness posttest level and length of stay, and between belongingness posttest level and relapse rate. Program structure was found to have a significant relationship to length of stay but not to relapse rate. These results support the importance of a high level of client belongingness to successful treatment outcome. However, the results indicate that the highly structured program format should be questioned as to whether or not it is the most effective strategy for achieving desired results. (NRB)

ED 256 980 CG 018 202

Raquepaw, Jayne deHaas, Patricia A.  
Factors Influencing Teacher Burnout.

Pub Date—May 84

Note—22p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—\*Discipline Problems, High Schools, Human Services, Job Satisfaction, Negative Attitudes, \*Parent Teacher Cooperation, Stress Variables, \*Student Motivation, \*Teacher Administrator Relationship, Teacher Attitudes, \*Teacher Burnout, \*Teaching Load

Burnout is a syndrome of emotional exhaustion and cynicism frequently occurring among human services professionals. Education is one profession whose members are particularly susceptible to burnout. There is a need to identify causes of burnout and possible ameliorative strategies, as perceived by teachers. The Maslach Burnout Inventory (MBI), a measure of the burnout syndrome consisting of three subscales (emotional exhaustion, depersonalization, personal accomplishment), was administered to 101 high school teachers. Teachers also answered questions on demographics, the teaching profession, perceived causes of burnout, and ways to decrease burnout. The results indicated no significant relationship between demographic characteris-

tics and scores on the MBI subscales. Attitudes about leaving the teaching profession were significantly related to all three subscales, and length of employment correlated negatively with how often teachers thought of leaving the profession. The five most frequently cited causes of burnout were lack of administrative support, lack of parental and community support, workload, low student motivation, and discipline problems. Developing a positive relationship with the administration, decreasing teacher workload, receiving more parental and community support, and developing effective disciplinary procedures were the most frequently suggested strategies for decreasing burnout. (The survey used in the study is appended). (NRB)

#### ED 256 981 CG 018 203

McNamara, Kathleen Horan, John J.  
Attending to Experimental Construct Validity in the Evaluation of Cognitive and Behavioral Treatments for Depression.

Pub Date—Apr 85

Note—34p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Change, \*Behavior Modification, \*Cognitive Restructuring, Comparative Analysis, \*Counseling Effectiveness, Counseling Techniques, \*Depression (Psychology), Reinforcement

Two current approaches to the conceptualization and treatment of depression have received considerable attention from the scientific community. The cognitive approach (Beck) posits that depression derives from negatively distorted beliefs that must be challenged in the context of cognitive therapy until they are replaced with positive and realistic thought patterns. The behavioral approach (Lewinsohn) views depression as a consequence of reinforcement deprivation, suggesting that treatment be directed toward increasing the frequency and variety of pleasure-producing activities. Clients (N=40) seeking service at a university counseling center were randomly assigned to one of four treatment conditions (cognitive, behavioral, combined, control). Pre- and post-test measures of depression included four cognitive measures, three behavioral scales, and two diagnostic inventories. Analysis of data revealed that the cognitive treatment factor produced a consistent and durable impact on devices reflecting cognitive manifestations of depression; some generalization to the behavioral domain occurred as well. The behavioral factors failed to produce improvement within the corresponding behavioral assessment battery or on any cognitive device. The obtained pattern of convergent and divergent outcomes indicated considerable construct-valid strength for cognitive therapy applied to a moderately depressed population. (Author/NRB)

#### ED 256 982 CG 018 204

Maddy, Jane Ellen  
Midlife Women: The Need to Nurture Self.

Pub Date—Apr 85

Note—14p; Paper presented at the Annual Convention of the American Association for Counseling and Development (New York, NY, April 2-5, 1985).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Development, \*Family Relationship, \*Females, Middle Aged Adults, \*Midlife Transitions, \*Role Perception, \*Self Actualization

Identifiers—Nurturance

For the healthy midlife adult, the second half of life provides a balance for the first half: men become more nurturant while women become more aggressive. The definition of the midlife woman is tied to the family cycle, when her children leave home. Marital satisfaction often increases after the children are gone and relinquishing her role as mother is not a crisis unless it has been the sole source of a woman's worth. Freed from intensive nurturance, midlife women are able to turn their attention to task orientation. Although society offers many choices for involvement, most women feel guilty when they are not nurturing. They fear that their autonomy will cause them to be abandoned by family and friends. In addition to this risk of losing significant relationships, there are two societal phe-

nomena which may provide a rationalization for women to remain in their nurturing roles: adult children often return to their parental home, sometimes with children of their own; and caring for aged parents is often an obligation for the midlife woman. Women must relinquish their need to nurture all others and allow themselves to nurture themselves in order to balance the first half of life with the second. (NRB)

#### ED 256 983 CG 018 205

Vick, John W. Houden, Dorothy  
An Examination of Problems and Solutions Related to the Chronic "Revolving Door" Alcohol Abuser. DHSS Planning Guideline #1, Task Assignment #1.11. Long-Term Support, Chronic Alcoholism and Other Drug Abuse.

Wisconsin State Dept. of Health and Social Services, Madison.

Pub Date—Dec 81

Note—133p.

Pub Type—Opinion Papers (120)—Reports—Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Alcoholism, Behavior Patterns, \*Client Characteristics (Human Services), Clinics, \*Financial Policy, Health Personnel, \*Health Services, Professional Continuing Education, Program Budgeting, \*Program Development

Identifiers—\*Treatment Outcomes, Wisconsin

This report contains recommendations of a Wisconsin Task Assignment Steering Committee created to explore solutions to some significant problems facing adult chronic "revolving-door" alcohol abusers (CRA's), persons with repeated admissions for detoxification services; and to examine the system that serves and funds them. This report is intended as a catalyst for the Wisconsin Department of Health and Social Services, other state agencies, legislative bodies and the Bureau of Alcohol and Other Drug Abuse delivery system to join forces in developing effective alternative approaches to serve the CRA. The nature and consequences of alcohol abuse are outlined and a case study of a typical CRA is provided. The majority of the report consists of analyses, discussions, and 26 recommendations concerning four major issues: (1) the need for a uniform definition of the CRA; (2) fiscal issues related to the CRA; (3) programming and services; and (4) training of health care professionals. A glossary provides definitions of terms used in the text, and appendices contain survey forms, record forms, data tables, and other related materials including a list of the eight specific objectives of this Task Assignment. (NRB)

#### ED 256 984 CG 018 206

Walker, Patricia W. Juhaz, Anne McCreary  
Sex-Role Stereotyping as a Factor Influencing Counselors' Advising of Black Male Students to Investigate Selected Allied Health Professions.

Pub Date—[82]

Note—21p.

Pub Type—Reports—Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Ability, \*Allied Health Occupations, \*Black Students, \*Career Counseling, \*Counselor Attitudes, High Schools, \*Males, Nontraditional Occupations, School Counselors, \*Sex Stereotypes

Due to the dominance of women in allied health professions, men can be considered as minorities in these fields. Blacks and other ethnic minorities are also under-represented in allied health and other health professions. Yet it is anticipated that an increase in the number of minorities trained as health professionals will result in higher quality health care for minorities. A study was undertaken to determine whether sex-role stereotyping by high school counselors posed a significant barrier to black males interested in allied health careers. A three-part questionnaire was mailed to 360 high school counselors. The first part obtained counselor ratings of the percentage of males and females working in nine health professions, and their perception of the level of ability needed for each profession. Part II consisted of three student profiles, a rating scale for student ability, and a list of nine professions from part I; the third part of the questionnaire asked for demographic information from respondents. The results of data analyses showed that in general, careers selected for males were perceived to be male dominated and careers selected for females were perceived to be female dominated across ability levels. The only exceptions were high-ability black females

and average ability black males. The mean of the male/female scores for selected careers for all students at each ability-level was lowest for average-ability students (with the exception of average-ability white males) and the highest for high-ability students. The findings indicate that counselors demonstrate less bias toward male dominated careers when advising average students, suggesting that average ability black males are more readily advised toward allied health careers than are high-ability black males. (NRB)

#### ED 256 985 CG 018 207

From Theory to Practice: Delinquency Prevention; Alternatives to the Juvenile Justice System; Improving the Juvenile Justice System.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—82

Contract—J-LEAA-005-82

Note—226p; For related document, see ED 254 780.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Adolescents, \*Community Programs, Delinquency Causes, \*Delinquency Prevention, \*Federal Aid, Program Development, \*Technical Assistance

Identifiers—\*Juvenile Justice System

This book presents three monographs written by the Formula Grants and Technical Assistance Division of the Office of Juvenile Justice and Delinquency Prevention (OJJDP) in its efforts to assist in the development and implementation of programs to reduce juvenile crime. The book is intended to offer the practitioner a summary of theory and research in juvenile justice, to help clarify funding policies for state and local agencies seeking funding, and to provide OJJDP administrators with criteria for awarding grants and technical assistance. The overall goals and perspectives of the Division are described, suggestions on how to implement goals are presented, and appropriate uses of the Division's technical assistance are explained. For each monograph, a document profile is provided and criteria for technical assistance are described. The first monograph, "Delinquency Prevention," offers a broad perspective on delinquency prevention as it has evolved in the United States. The second monograph, "Alternatives to the Juvenile Justice System," discusses community-based alternatives and considers theories regarding the causes of juvenile delinquency. The final monograph, "Improving the Juvenile Justice System," suggests potential roles for federal, state, and local governments, and for the general public, in improving juvenile justice efforts. (NRB)

#### ED 256 986 CG 018 208

O'Connor, Nancy  
Letting Go with Love: The Grieving Process.

Report No.—ISBN-0-9613714-0-4

Pub Date—84

Note—204p.

Available from—La Mariposa Press, P.O. Box 13221, Tucson, AZ 85732-1221 (\$8.95 plus \$1.00 for postage and handling).

Pub Type—Opinion Papers (120)—Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Coping, \*Death, Emotional Response, Family (Sociological Unit), \*Grief, Infant Mortality, Interpersonal Relationship, Parent Child Relationship, \*Suicide, Widowed

Identifiers—\*Bereavement

This book deals with death and the grieving process. The first three chapters cover several universal aspects of grieving. Four stages of grief are described and various feelings of grief (denial, anger, guilt, depression, acceptance) are examined. The next five chapters detail specific losses: death of a spouse, parent, child, friends and siblings, and the death of infants before or soon after birth. Individual sections examine special problems connected with these specific losses. A chapter on death of the self was written for those who have a terminal illness or who are close to someone facing death. Another chapter deals with death by suicide and explores the unique circumstances facing the survivors. The final two chapters explain life patterns that may influence how individuals process grief. Different coping styles are described and ways of handling loss are presented. The appendices offer suggestions on communicating appropriately with survivors, and



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list resources and organizations which offer support to grieving persons. (NRB)

**ED 256 987** CG 018 209

Walker, Patricia F. Waller, Marcus B.  
The Young Drinking Driver: Cause or Effect?  
North Carolina Univ., Chapel Hill. Highway Safety  
Research Center.  
Report No.—HSRC-A101  
Pub Date—May 84

Note—49p; Paper prepared for the Research  
Workshop on Alcohol and the Drinking Driver,  
National Institute on Alcohol Abuse and Alcoholism,  
National Institutes of Health (Bethesda, MD,  
May 2-4, 1984).

Pub Type—Opinion Papers (120) — Speeches/  
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescents, Alcohol Education,  
Community Responsibility, \*Drinking, \*Prevention,  
\*Social Responsibility, \*Traffic Accidents,  
\*Young Adults

Identifiers—\*Drunk Driving

Drunk driving is a major public health problem  
and young people suffer disproportionately high  
rates of morbidity and mortality as a result of drink-  
ing and driving. Motor vehicle injuries are the lead-  
ing cause of death for persons aged 15-24 in this  
country, and alcohol is implicated in many of these  
deaths. Countermeasures to drinking and driving  
may be viewed in terms of both individual and soci-  
etal responsibilities. Individual measures include ef-  
forts aimed at increasing apprehension, certainty  
and severity of sanctions, and education and reha-  
bilitation. Societal countermeasures include re-  
duced alcohol availability, modification of tax  
policies affecting the price of alcohol, increased re-  
gulation of alcohol advertising, modification of media  
program content in relation to alcohol, improved  
highway design, and increased vehicle crashworthi-  
ness. Several special factors affect drinking and  
driving in young people. They are less experienced  
drivers, they have the money to spend on alcohol,  
and they are influenced by both peer pressure and  
role models who drink. Until we recognize and deal  
with some of the sources of the drinking and driving  
problems of youth, drunk driving will continue to be  
a major cause of morbidity and mortality in young  
people. (NRB)

**ED 256 988** CG 018 210

Nehrkke, Milton F. And Others  
Well-Being and Time: A Factor Analytic Study.  
Pub Date—Nov 84

Note—11p; Paper presented at the Annual Sci-  
entific Meeting of the Gerontological Society (37th,  
San Antonio, TX, November 16-20, 1984). From  
the Veterans Administration Medical Center,  
Bath, New York and the Veterans Administration  
Medical Research Service, Project No. 345-  
32-4119-19.

Pub Type—Reports - Research (143) — Speeches/  
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Factor Analysis, \*Factor  
Structure, Males, Test Interpretation, Test Vali-  
dity, \*Time Perspective, \*Well Being

Identifiers—\*Life Satisfaction Index A, \*Philadel-  
phia Geriatric Center Morale Scale

While scales assessing psychological well-being  
have been used both as criterion measures and as  
variables of interest in their own right, there has  
been little attempt to deal with the issue of the  
time-boundedness of perceived well-being. A study  
was undertaken to examine the combined factor  
structure of two measures of well-being, the Phila-  
delphia Geriatric Center Morale Scale (PGC) and  
the Life Satisfaction Index A (LSIA), and to explore  
the possibility of interpreting the resulting factors  
using time as a focus. Male residents (N=420) of a  
veteran's administration domiciliary were adminis-  
tered the PGC and the LSIA. The data from the two  
scales were combined and factor analyzed using a  
varimax rotation. Seven factors, which accounted  
for a total of 46.7 percent of the variance, were  
retained in the analysis. When a demanding loading  
criterion was used to define the factor structure of  
the combined well-being measures, the two mea-  
sures were relatively independent. There did appear  
to be a time orientation aspect within the factors:  
four factors were oriented toward the present, one  
was oriented toward the past, and two were oriented  
toward the future. The results suggest that a person  
may simultaneously express varying levels of  
well-being regarding his past, present, and future.  
(NRB)

**ED 256 989** CG 018 211

Kovacs, Karl V. Martin, Harry J.  
Approval Motivation, Group Cohesiveness, and  
Leadership as Mediators of Perceived Stress.  
Spons Agency—Cleveland State Univ., Ohio.  
Pub Date—Aug 84

Note—18p; Paper presented at the Annual Con-  
vention of the American Psychological Association  
(92nd, Toronto, Ontario, Canada, August  
24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/  
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Group Unity, Individual Differ-  
ences, Individual Needs, \*Job Performance, \*Job  
Satisfaction, Leadership Styles, Perception, \*Per-  
sonality Traits, \*Stress Variables, Work Environ-  
ment

Identifiers—\*Approval Needs, Bank Tellers

Although stress related to work has received in-  
creased attention in recent years, the role of per-  
sonality characteristics in mediating job stress has not  
been systematically investigated. Nonetheless, the  
perception of work stress and the significance of  
various sources of support may vary considerably  
based on individual characteristics. Questionnaires  
were administered to 71 bank tellers in an investiga-  
tion of need for social approval (NSA), leader sup-  
port, group cohesiveness, and job autonomy as  
mediators of perceived stress. The data indicated  
that NSA was positively correlated with perceived  
stress and that cohesiveness lowered stress for high  
NSA persons while autonomy lowered stress for low  
NSA persons. Leader support reduced per-  
ceived stress for low but not for high NSA tellers.  
Interactions among variables in predicting satisfac-  
tion and performance showed that only group cohe-  
siveness interacted with NSA and perceived stress  
in determining job satisfaction. The results suggest  
that individual differences variables such as NSA  
are important in understanding vulnerability to per-  
ceptions of stress on the job, and that personality  
characteristics are useful in assessing the effective-  
ness of certain mediators of stress. (NRB)

**ED 256 990** CG 018 212

Hedstrom, Lloyd J. Hedstrom, Betty J.  
Academic Stress and Marital Adjustment in a  
Graduate Psychology Program.  
Pub Date—[83]

Note—10p; Best copy available.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adjustment (to Environment), Cop-  
ing, \*Graduate Students, \*Graduate Study,  
Higher Education, Marital Satisfaction, Marriage  
Counseling, \*Married Students, Psychology,  
\*Stress Variables

As the number of married college students in-  
creases, there is growing interest in the impact of  
graduate study on marital adjustment. In an attempt  
to determine whether studying psychology and  
marriage counseling would ameliorate the stressful  
effects of graduate study on spouses, 72 psychology  
graduate students who were specializing in Mar-  
riage, Family, and Child Counseling completed the  
Dyadic Adjustment Scale (DAS) and answered  
questions soliciting demographic information and  
information on the stressful aspects of graduate  
level study on personal relationships. The results  
indicated that the more units of study completed in  
the program, the lower the dyadic adjustment score.  
Despite this negative correlation, 72 percent of the  
students indicated that psychology courses they had  
taken had a positive impact on their dyadic relation-  
ship. Most subjects (68 percent) considered time  
constraints and pressures to be the most stressful  
aspects of graduate studies. These findings suggest  
that graduate programs do have a moderately ad-  
verse effect on dyadic personal relationships. Com-  
parison of these results to similar studies using  
different sample populations suggest that training in  
marriage and family counseling did not offset the  
effects of stress. (NRB)

**ED 256 991** CG 018 213

Gardner, William P. Corigliano, Dolores  
A Multidimensional Scaling of Achievement Expe-  
riences.  
Pub Date—Aug 84

Note—13p; Paper presented at the Annual Con-  
vention of the American Psychological Association  
(92nd, Toronto, Ontario, Canada, August  
24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/  
Meeting Papers (150)

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Achieve-  
ment, Adults, Competition, Employment Level,  
Experience, Family Relationship, Interpersonal  
Relationship, \*Multidimensional Scaling, Percep-  
tion, \*Self Evaluation (Individuals), Status

Virtually all previous research on the types of  
tasks that people attempt to accomplish has focused  
on deductively derived task typologies. This ap-  
proach has resulted in fruitful research, but has re-  
stricted the range of activities considered to be  
accomplishments. The current study was designed to  
provide a formal, inductive description of the  
types of experiences people consider to be accom-  
plishments. Self-reports of achievements were ob-  
tained from 601 persons (348 females and 253  
males; age range 18 to 86) who represented a wide  
variety of occupations and lifestyles. Multidimen-  
sional scaling techniques were used to provide clus-  
terings of their achievement experiences. The two  
dimensions used to describe the achievement expe-  
riences corresponded to a social-affiliative vs. ag-  
entic achievement dimension, and a dimension which  
reflected the extent to which status seeking and  
competitive standards were relevant to the accom-  
plishment. (Author)

**ED 256 992** CG 018 214

Dopez, Luisa And Others  
Child Welfare Policy: A Teaching Module.  
Teacher's Outline.

University of Southern Maine, Portland. Dept. of  
Social Welfare; University of Southern Maine,  
Portland. Human Services Development Inst.

Spons Agency—Administration for Children,  
Youth, and Families (DHHS), Washington, D.C.  
Pub Date—Jun 82

Grant—01-CI-00038

Note—25p; For the student outline, see CG 018  
215.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Child Welfare, College Students,  
Course Descriptions, Delivery Systems, Foster  
Care, Legislation, \*Policy Formation, \*Social  
Work, Teaching Guides, Undergraduate Study,  
\*Units of Study

Identifiers—\*Maine

This document contains the teacher's outline for  
a unit of study designed to be incorporated into an  
undergraduate social work survey course on social  
welfare policy. The aim of this unit is to explore  
aspects of social policy relating to child welfare by  
focusing on policy development, legislative frame-  
work, and the application of principles to practice.  
Because this module was developed for use at the  
University of Southern Maine, some material per-  
tains specifically to Maine's child welfare law and  
may require modification for use in other states. An  
overview of the course is provided, five learning  
objectives are listed, and the course outline is pre-  
sented. Materials in this outline examine child wel-  
fare from several perspectives. The history of child  
welfare services in this country is reviewed, key  
issues faced by decision-makers regarding the  
welfare of children are identified, and recent federal  
and state legislation affecting the delivery of child  
welfare services is discussed. The unit then focuses  
on a specific example of social welfare policy-mak-  
ing by examining recent changes in Maine's foster  
care program. The course outline is followed by six  
questions for discussion and a list of suggested read-  
ings. (NRB)

**ED 256 993** CG 018 215

Dopez, Luisa And Others  
Child Welfare Policy: A Teaching Module. Stu-  
dent's Outline.

University of Southern Maine, Portland. Dept. of  
Social Welfare; University of Southern Maine,  
Portland. Human Services Development Inst.

Spons Agency—Administration for Children,  
Youth, and Families (DHHS), Washington, D.C.  
Pub Date—Jun 82

Grant—01-CI-00038

Note—16p; For the teacher's outline, see CG 018  
214.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Child Welfare, College Students,  
Course Descriptions, Delivery Systems, Foster  
Care, Instructional Materials, Legislation, \*Policy  
Formation, \*Social Work, Undergraduate Study,  
\*Units of Study

Identifiers—\*Maine

This document contains the student's outline for a unit of study designed to be incorporated into an undergraduate social work survey course on social welfare policy. The aim of this unit is to explore aspects of social policy relating to child welfare by focusing on policy development, legislative framework, and the application of principles to practice. Because this module was developed for use at the University of Southern Maine, some material pertains specifically to Maine's child welfare law and may require modification for use in other states. An overview of the course is provided, five learning objectives are listed, and the course outline is presented. Materials in this outline examine child welfare from several perspectives. The history of child welfare services in this country is reviewed, key issues faced by decision-makers regarding the welfare of children are identified, and recent federal and state legislation affecting the delivery of child welfare services is discussed. The unit then focuses on a specific example of social welfare policy-making by examining recent changes in Maine's foster care program. The course outline is followed by six questions for discussion and a list of suggested readings. (NRB)

ED 256 994 CG 018 216

Deprez, Luisa. *And Others*.  
Social Work with Adolescents: Five Teaching Modules. A Course Syllabus.

University of Southern Maine, Portland. Dept. of Social Welfare; University of Southern Maine, Portland. Human Services Development Inst.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Pub Date—Jun 82

Grant—01-CI-00038

Note—37p.

Pub Type—Guides—Classroom—Teacher (032)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adolescent Development, Adolescents, \*Counselor Client Relationship, Course Descriptions, \*Drug Abuse, \*Sexuality, Social Services, \*Social Work, Teaching Guides, Undergraduate Study

Identifiers—Maine

This document presents an introductory course syllabus for use with undergraduate social work students. Course material presented is generic in nature and will be useful to social workers employed in a wide variety of settings. The syllabus maintains a focus on practice and is divided into two major parts. The first part includes a brief overview and outline of the course and presents information which relates specifically to the course as it is being taught at the University of Southern Maine (learning objectives, class expectations, grading). The second part of the syllabus provides a topical outline for the course "Social Work With Adolescents." The subject matter is divided into five modules. Each module begins with suggested reading assignments followed by an outline of key concepts. Each module ends with several questions for discussion or further research. The five modules which make up this course are: (1) adolescent development: physical, psychological and social changes; (2) special issues involved in developing and maintaining relationships with adolescents; (3) substance use and abuse; (4) sexuality; and (5) adolescents who live away from home. A list of required readings completes the syllabus. (NRB)

ED 256 995 CG 018 217

Day, Alice T.

"We Can Manage": Expectations about Care and Varieties of Family Support among People 75 Years and Over. Institute of Family Studies Monograph No. 5.

Institute of Family Studies, Melbourne (Australia). Report No.—ISBN-0-642-07400-3

Pub Date—Feb 85

Note—176p.; Photographs may not reproduce clearly.

Available from—Institute of Family Studies, 766 Elizabeth Street, Melbourne 3000, Australia. Pub Type—Books (010) — Reports — Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Aging (Individuals), Coping, \*Expectation, Family Relationship, \*Family Role, Foreign Countries, Helping Relationship, \*Housing, Individual Needs, \*Older Adults, \*Sex Differences, \*Social Support Groups, Spouses

Identifiers—Australia (Sydney)

The significance of family support to people in old

age is explored in this book, which presents data from interviews with 23 elderly persons living in the community in Sydney, Australia. The monograph is divided into five parts. Part 1 describes the fieldwork setting and presents selected social and demographic characteristics of the interviewed persons. Part 2 examines how gender and living arrangements reinforce each other in shaping older people's expectations about care and patterns of daily activities. Part 3 discusses varieties of family support and their meanings to older people. The core of fieldwork findings is presented in this section which focuses on the concept of the availability of children's support, and on health and orientations toward self-help. In part 4, a typology is developed to illustrate orientations toward planning and preferences for future care found among the people interviewed. Part 5 summarizes the lessons learned from the life stories about older people and their care. Key findings from the study are presented in table form and highlights, such as the finding that many old people are reluctant to ask their children to help, are discussed. The appendices contain the research instruments and discuss the research methods used. (NRB)

ED 256 996 CG 018 218

Oversight on Family Planning Programs under Title X of the Public Health Service Act, 1984. Hearings before the Subcommittee on Family and Human Services of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, Second Session on Consideration of the Reauthorization of Title X of the Public Health Service Act, the Population Research and Voluntary Family Planning Programs

(April 5 and May 1, 1984). Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Report No.—Senate-Hrg-98-1077

Pub Date—84

Note—367p.; Some pages are marginally legible due to small print. For hearings under the 1981 act, see ED 222 814.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Abortions, \*Adolescents, \*Contraception, \*Family Planning, \*Federal Programs, Hearings, \*Low Income Groups, States Powers

Identifiers—Congress 98th, Infertility, \*Public Health Service Act

This document provides witness testimony and prepared statements from two sessions of the congressional hearing called to consider the reauthorization of Title X of the Public Health Service Act, the Population Research and Voluntary Family Planning Programs. Testimony is provided from the federal administration, state officials, representatives of the family planning community, and concerned organizations. Statements from the Assistant Secretary for Health, Department of Health and Human Services, and the Deputy Assistant Secretary for Population Affairs address the administration's proposal to place the title X program in the primary care block grant, answer criticisms of the management of the title X program, and suggest needed changes in the current law. Testimony from other witnesses discusses such topics as natural family planning, the provision of increased services to low-income women, infertility services, and state autonomy. The issues of inadequate restrictions on the promotion of abortions and the negative influence of simply providing adolescents with unencumbered access to contraceptives are also examined. Suggestions for improvements in the Family Planning Program are presented and discussed. (NRB)

ED 256 997 CG 018 219

Reauthorization of the Adolescent Family Life Demonstration Projects Act of 1981. Hearings before the Subcommittee on Family and Human Services of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, Second Session on an Overview of the Adolescent Pregnancy Problem and Reauthorization of Title XX of the Public Health Service Act: The Adolescent Family Life Demonstration Projects Act of 1981 (April 24 and 26, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Report No.—Senate-Hrg-98-1209

Pub Date—84

Note—236p.; Some pages are marginally legible due

to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adolescents, \*Adoption, \*Early Parenthood, \*Family Life, Hearings, \*Pregnancy, Sex Education, \*Sexuality

Identifiers—Congress 98th, \*Public Health Service Act

This document provides witness testimony and prepared statements from two Congressional hearings called to consider the reauthorization of the Adolescent Family Life Demonstration Projects. Testimony is presented from two officials of the Department of Health and Human Services who are responsible for administering the law, representatives from Adolescent Family Life projects, and two young women who have received services from these projects. Other testimony is from organizations in fields related to the goals of the Adolescent Family Life Act, which are interested in the intent of the act and in its practical application. The purposes of the Adolescent Family Life Act are defined, and the results of a research project on adoption that is funded by this act are presented. Witness reports review activities conducted under the program and examine the need for adolescent sexuality and pregnancy programs in their communities. Statements from project representatives emphasize their willingness to develop their projects so that alternative methods of providing services to adolescents can be evaluated. Discussions by recipients of research grants examine the need for improved data on the causes, consequences and most effective means of reducing the incidence of teenage sexual relations, pregnancy, and parenthood. (NRB)

ED 256 998 CG 018 220

Watson, Toy F.

Pupil Services - The Team Approach. Part I: The Team. Part II: Record Keeping.

Pub Date—Apr 85

Note—59p.; Paper presented at the Annual Meeting of the National Association of Social Workers (New Orleans, LA, January 31-February 3, 1985).

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, \*Interprofessional Relationship, Psychological Services, \*Pupil Personnel Services, \*Record-keeping, \*School Guidance, School Health Services, Social Work, \*Special Education, Speech Therapy, \*Teamwork

This two-part guide recognizes the importance of pupil services to the educational process and presents the pupil services team approach as an effective means of providing comprehensive services to pupils. Part I emphasizes the need for a clear understanding of the team concept and discusses basic rules of a team operation. Various purposes for pupil services teams are suggested, and the structure and operation of the team is considered. Scheduling of the pupil services team activities is discussed and a sample team schedule is included in the appendix. A section on administrative planning reviews the roles of a team director and team coordinators. A review of the pupil service professions examines the areas of special education, guidance services, social work, psychological services, school health services, and speech and language services. Part II of the guide focuses on recordkeeping and the pupil services team. Objectives of a central file system are enumerated and the mechanics of operation are discussed. Sample consent forms and committee report forms are included in the appendices. (NRB)

ED 256 999 CG 018 221

Golant, Stephen M.

The Influence of the Experienced Residential Environment on Old People's Life Satisfaction.

Spons Agency—National Inst. on Aging (DHHS/NIH), Bethesda, MD.

Pub Date—18 Nov 84

Grant—NIA-5-PO1-AG-00123

Note—33p.; Later version of a paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Individual Differences, \*Life Satis-



faction, \*Older Adults, Personality Traits, \*Physical Environment, \*Place of Residence, Quality of Life, \*Social Environment

Gerontologists have shown particular interest in whether old people's morale or life satisfaction is influenced by the quality of their residential environment. The extent to which older persons' assessments of their lives are influenced by their place of residence was examined through structured interviews with a random sample of 400 persons aged 60 and older, living in a middle class urban community. Subjects completed the Life Satisfaction Index A and measures assessing personality characteristics, demographic variables, socioeconomic status, life stage, activity patterns, and environmental experiences. The results revealed statistically significant direct effects of nine social and physical environment experiences on older people's life satisfaction. In addition, nine individual variables were found to independently influence life satisfaction. The individual differences and environmental experiences together explained nearly half of the statistical variation in the older people's life satisfaction levels. (Five data tables detailing the assessed variables and results are appended). (NRB)

ED 257 000 CG 18 222

*Speitman, Joseph C. And Others*  
Men's and Women's Marriages.

Pub Date—Oct 84

Note—21p.; Paper presented at the Annual Meeting of the National Council on Family Relations (San Francisco, CA, October 16-20, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Marital Satisfaction, Occupations, Perception, \*Sex Differences, \*Sex Role, Sexuality, Spouses, Young Adults

While there is reasonable agreement about some of the broad parameters of men's and women's marriages, less has been written about their perspectives on marriage, or about the individual characteristics associated with marital satisfaction. Data on marital adjustment, demographics, sex role identity, and sexuality were taken from 50 participants in a Family Relationship Project and from 72 participants in a Pregnancy and Parenting Project. Women's and men's views of their marriages were compared. Analysis of data from the Dyadic Adjustment Scale and the Locke-Wallace Marital Adjustment Inventory revealed no significant differences between husbands and wives on marital adjustment. Occupation and education both appeared to be important factors in marital satisfaction, while neither number of children nor the years married related to marital satisfaction. Sex role findings seemed to suggest that self-described masculinity rather than femininity for both husbands and wives was associated with higher marital satisfaction. The findings fail to confirm differing degrees of marital satisfaction for men and women. (NRB)

ED 257 001 CG 18 223

*Dean, Raymond S.*  
Integrating Child Neuropsychological Elements in School Psychology Graduate Training.

Pub Date—Aug 84

Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counselor Training, \*Course Descriptions, \*Doctoral Programs, Graduate Study, Higher Education, Models, Neurological Impairments, Psychometrics, \*School Psychologists

Identifiers—\*Neuropsychology  
This paper contends that school psychologists often are expected to reconcile, interpret, and evaluate the cognitive and behavioral functioning of children with neurologically related disorders. In this light, it is suggested that students in graduate programs in school psychology could benefit from specialized education and experience in applied neuropsychology. A neuropsychology graduate training model, which capitalizes on the applied psychometric and learning theory emphasis in school psychology training, is offered as an accent to school psychology. The objective of this training is presented as the preparation of psychologists who could apply neuropsychological principles to the understanding of problems which arise as the child

interacts with the educational process. The 5-year doctoral training model is presented in outline form. Courses are listed for two semesters per year for the first 4 years, with the fifth year dedicated to an internship and dissertation. A list of neuropsychology elective courses is included. (NRB)

ED 257 002 CG 18 224

*Kirby, Edward Aaron*  
Durable and Generalized Effects of Cognitive-Behavior Modification with Attention Deficit Disorder Children.

Pub Date—Aug 84

Note—42p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Attention Deficit Disorders, \*Behavior Modification, Children, \*Cognitive Restructuring, Cognitive Style, Elementary Education, Generalization

Children with Attentional Deficit Disorder (ADD) are characterized by chronic inattention and impulsivity. There recently has been an increased interest in treatment regimens which attempt to alter ADD children's learning and behavioral styles by focusing on cognition and directly observable behaviors. A study was undertaken to evaluate a Cognitive-Behavior Modification (CBM) program designed to produce durable and generalized improvement in the behavior and learning styles of 6- to 12-year-olds with ADD. The children were assessed using parent and teacher ratings, educational tests, and psychological measures. The children were then randomly assigned to either a CBM treatment (N=13) or a control group (N=7), which received academic tutoring and general discussions of individual and collective problems. The post-test results immediately following treatment indicated more improvement among the CBM children. Some children (N=6) from the CBM group participated in eight booster sessions designed to promote durability and generalization of treatment gains. The results from a follow-up evaluation conducted 1 year after the initial evaluation indicated that CBM children continued to perform better than controls, and that children who had received booster sessions performed better on most measures than did non-booster CBM children. (Author/NRB)

ED 257 003 CG 18 225

*Cadieux, Andre*  
The Performance Evaluation of Guidance Counselors. (Program No. 115.0).  
Ottawa Board of Education (Ontario).

Pub Date—3 Apr 85

Note—15p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New York, NY, April 2-5, 1985).

Pub Type—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)—Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Counselor Evaluation, Evaluation Methods, Foreign Countries, High Schools, \*Professional Development, \*School Counselors, \*Self Evaluation (Individuals), Student Development, Test Construction

Identifiers—Canada, \*Guidance Counsellor Performance Review, \*Performance Appraisal

This paper describes the development and use of a guidance counselor evaluation form created by guidance counselors working in French language secondary schools in Ottawa, Canada. The need for such a form, which requires joint evaluation by the counselor and his department head or principal, is examined, and the historical background leading to the development of this form is reviewed. The bilingual form is described as an evaluation tool which enables counselors to evaluate all aspects of their work and to grow personally and professionally. Four premises on which the form is based are discussed: (1) the work can be evaluated; (2) evaluation is a part of development; (3) the evaluation of a counselor is not the evaluation of the department; and (4) the evaluation of a counselor must be both flexible and structured. The Guidance Counsellor Performance Review Form (English and French) is included along with a list of rating scale definitions and a guideline for the evaluation. This guideline is presented in outline form and covers the areas of

counseling, student growth, group work, personal growth, professional development, contributions to school life, and administrative duties and obligations. Instructions are also given for a narrative summary and for teacher and reviewer comments. (NRB)

ED 257 004 CG 18 226

*Engel, John W. Dickson, Carol A.*  
Chinese and Japanese American Student Attitudes toward Male/Female Roles.

Pub Date—20 Apr 85

Note—25p.; Paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985). The research was supported by the Hawaii Institute of Tropical Agriculture and Human Resources.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Chinese Americans, College Students, \*Cultural Differences, Employed Women, Higher Education, \*Japanese Americans, \*Sex Role, \*Student Attitudes

While American attitudes appear to be changing in the direction of increased acceptance of women's employment and men's involvement in parenting and homemaking, research on sex role attitudes has focused primarily on middle class Caucasian subjects, thereby neglecting the minority groups that make up American society. Chinese (N=69) and Japanese (N=244) American college students completed questionnaires measuring sex role beliefs and attitudes toward women's employment. While the results comparing the sex role beliefs revealed no significant differences for women, Chinese- and Japanese-American men were found to differ significantly on four of nine items. The results comparing attitudes toward women's employment revealed that Chinese- and Japanese-American women differed significantly on three of nine items, while Chinese- and Japanese-American men differed significantly on six of nine items. Chinese-American men were found to be more traditional or conservative than Japanese-American men in nine out of ten cases where significant differences were found, while Japanese-American women were more traditional than Chinese-American women in two out of three cases where significant differences were found. (Tables listing the variables studied, with results, are appended). (NRB)

ED 257 005 CG 18 227

*Revicki, Dennis A. May, Harold J.*  
Occupational Stress, Social Support and Mental Health.

Pub Date—Aug 84

Note—32p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). Study was supported in part by a grant from the Family Health Foundation of America, Kansas City, MO.

Available from—Dennis A. Revicki, Ph.D., Department of Family Medicine, East Carolina University School of Medicine, P.O. Box 1846, Greenville, NC 27835-1846.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Depression (Psychology), \*Family Influence, \*Locus of Control, Peer Relationship, \*Physicians, \*Social Support Groups, Stress Variables

Identifiers—\*Job Stress

Research on job demands and worker health has demonstrated that physicians report the highest workloads, greatest responsibility for people, and the highest levels of job complexity. There is increasing evidence that emotional distress is an occupational hazard for physicians. Measures exploring the relationships between occupational stress, social support, locus of control, and depression were administered to a group of 210 family physicians. The results indicated that occupational stress exerted a direct effect on depression. This relationship was moderated directly by family social and emotional support and indirectly by the influence of locus of control on family social support. Support from peers was not significantly related to depression. The findings suggest that individuals with a strong sense of personal control also possess beneficial support systems in the presence of stressful situations. (Author/NRB)

ED 257 006 CG 18 228

Kean, Jeroldine S. Swinford, Paula L.  
Alcohol Use among Students at a Large Midwest-  
ern University.

Pub Date—Aug 84

Note—30p; Paper presented at the Annual Con-  
vention of the American Psychological Association  
(92nd, Toronto, Ontario, Canada, August  
24-28, 1984).

Pub Type—Reports—Research (143)—Speeches/  
Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Alcohol Education, \*Alcoholic Be-  
verages, \*College Students, \*Drinking, Higher Ed-  
ucation, \*Self Evaluation (Individuals), \*Student  
Attitudes, \*Student Behavior

The use and abuse of alcohol by college students  
has sparked the interest of higher education admin-  
istrators in recent years. The Student Drinking In-  
formation Questionnaire was administered to 456  
undergraduate and graduate students at a large mid-  
western university in an effort to collect relevant  
information that would form the basis of an alcohol  
education program. The results revealed that 90  
percent of respondents reported drinking alcohol;  
women were more likely to drink wine, while men  
were more likely to drink beer. Students also re-  
ported hangovers, drinking and driving, missing  
classes, and blackouts. Responding in a socially de-  
sirable manner appeared to have played a role in  
attitudes toward others' drinking behavior. Other  
reported attitudes suggested that alcohol was used  
to get drunk, relax, have fun, or socialize. Results  
from a section on knowledge indicated that respon-  
dents had some information about alcohol use and  
its effects, but less information about specific statisti-  
cal or technical/physiological effects. The re-  
ported consumption patterns, alcohol-related  
behaviors and attitudes pointed to the feasibility of  
an alcohol education program. (Nine data tables are  
included which present responses by sex.) (NRB)

ED 257 007

CG 018 229

Rosby, Vivienne

A Custody Evaluation Model for Pre-School Chil-  
dren.

Pub Date—Aug 84

Note—45p; Paper presented at the Annual Con-  
vention of the American Psychological Association  
(92nd, Toronto, Ontario, Canada, August  
24-28, 1984).

Pub Type—Opinion Papers (120)—Speeches/  
Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Child Custody, Child Development,  
Child Welfare, \*Consultants, \*Decision Making,  
Divorce, Employed Parents, Evaluation Meth-  
ods, Infants, \*Models, One Parent Family, Parent  
Child Relationship, Parenting Skills, \*Preschool  
Children

Identifiers—\*Mental Health Workers

This document addresses the needs of mental  
health consultants involved in decision-making in  
custody disputes. A psycho-ecological model for  
assessing contexts of development in cases involving  
preschool children is presented, and the theoretical  
basis and rationale for the model are discussed. Is-  
sues, instruments, and findings of recent empirical  
developmental research are reviewed and incorpo-  
rated into the theoretical framework of the practice  
model. In an outline of the model, the life space of  
the child is divided into three areas: settings and  
relationships that directly involve the developing  
child (microsystem); communication pathways be-  
tween settings of the microsystem (mesosystem);  
and settings and social factors that indirectly in-  
fluence development (exosystem). Parent-child re-  
lationships, and home and alternative child care  
settings within the microsystem are examined, and  
Erikson's developmental stages within these set-  
tings are discussed. Critical assessment issues are  
presented, and assessment methods for each of  
these issues are suggested. Issues such as attach-  
ment versus competence, identification of the prin-  
cipal parent, authoritative parenting, parent-child  
communication, and parent role models are con-  
sidered. The effects of income loss and maternal em-  
ployment are examined, and networks of support  
are discussed. A seven-page bibliography is ap-  
pended. (NRB)

ED 257 008

CG 018 230

The Cost of Caring for the Chronically Ill: The  
Case for Insurance. Hearing before the Special  
Committee on Aging, United States Senate,  
Ninety-Eighth Congress, Second Session.  
Congress of the U.S., Washington, D.C. Senate Spe-

cial Committee on Aging.

Report No.—Senate-Hrg-98-1224

Pub Date—85

Note—107p; Some pages are marginally legible due  
to small print.

Pub Type—Legal/Legislative/Regulatory Materi-  
als (090)

EDRS Price - MF01/PC02 Plus Postage. PC Not Avail-  
able from EDRS.

Descriptors—\*Aging (Individuals), \*Disabilities,  
\*Diseases, Financial Support, \*Health Insurance,  
Hearings, Individual Needs, Older Adults  
Identifiers—Congress 98th, \*Health Care Costs,  
\*Long Term Care

This document provides witness testimony and  
prepared statements from the Congressional hear-  
ing called to investigate the cost of long-term care  
for the chronically ill and disabled. The merits of a  
public-private initiative on long-term care insurance  
are considered by the witnesses, who include a  
woman struggling to care for herself and her son, a  
representative from the Children of Aging Parents  
organization, and the coordinator of the insurance  
division of the American Association for Retired  
Persons. Statements are also presented from the di-  
rector of the Columbus Home Health Services; the  
chairperson of the long-term care insurance task  
force of the American Health Care Association; and  
the chairman of the public policy committee, Na-  
tional Council on Aging. Testimony is also provided  
by the director of medical assistance for the North  
Carolina Department of Human Resources and the  
chairman of the Task Force on Long-Term Care  
Insurance, Health Insurance Association of Amer-  
ica. The appendices contain materials on long-term  
care and insurance issues, submitted by witnesses,  
and letters and statements from individuals and or-  
ganizations. (NRB)

ED 257 009

CG 018 231

Effect of Pornography on Women and Children.

Hearings before the Subcommittee on Juvenile  
Justice of the Committee on the Judiciary,  
United States Senate, Ninety-Eighth Congress,  
Second Session on Oversight on Pornography,  
Magazines of a Variety of Contents, Inquiring into  
the Subject of Their Impact on Child Abuse,  
Child Molestation, and Problems of Conduct  
against Women (Washington, DC, August 8,  
September 12 and 25, and October 30, 1984;  
Pittsburgh, PA, October 18, 1984).

Congress of the U.S., Washington, D.C. Senate  
Committee on the Judiciary.

Report No.—Senate-Hrg-98-1267

Pub Date—85

Note—350p; Some pages are marginally legible due  
to small print.

Pub Type—Legal/Legislative/Regulatory Materi-  
als (090)

EDRS Price - MF01/PC02 Plus Postage. PC Not Avail-  
able from EDRS.

Descriptors—\*Child Abuse, Child Welfare, \*Fed-  
eral Regulation, \*Female, Hearings, \*Obscenity,  
\*Pornography, \*Sexual Abuse, Sexuality, Victims  
of Crime

Identifiers—Congress 98th

This document provides witness testimony and  
prepared statements from five sessions of the Con-  
gressional hearing called to consider the question of  
pornographic material and its effects on women and  
children. Witnesses include several victims of sexual  
abuse, medical personnel, legal and law enforce-  
ment personnel, magazine representatives, and  
women who have appeared in pornographic films.  
The effects of sex and violence portrayed in mag-  
azines, in movies, and on television are considered,  
and the possibility that pornography may be a cause  
of child molestation is examined. The question of  
pornography as it may relate to abuse and molesta-  
tion of children is explored, pornography as it may  
relate to problems of women is discussed, and por-  
nography ordinances from Indianapolis and Minne-  
apolis are examined. The final session contains  
testimony from individuals who believe that the ma-  
terials under investigation are within the ambit of  
first amendment freedom. Relevant materials sub-  
mitted for consideration appear throughout the doc-  
ument. (NRB)

ED 257 010

CG 018 232

Stock, William A. And Others

Neuroticism and Physicians' and Self-Ratings of  
Health.

Pub Date—84

Note—19p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Gerontology, Middle Aged Adults,  
\*Neurosis, Older Adults, \*Physicians, Self Con-  
cept, \*Self Evaluation (Individuals)

Identifiers—\*Health Status

Although self-rated health is an important topic in  
social gerontology, relatively few studies have ex-  
amined the predictors of these self-evaluations.  
Data from the Second Duke Longitudinal Study  
were used to examine the relationships among neu-  
roticism, physician-rated health, and self-rated  
health. Physicians' ratings of health were used to  
assess objective health status, and self-rated health  
was predicted concurrently and prospectively in  
middle-aged and older adults in four test dates at  
2-year intervals. Wave 1 and 4 self-ratings of health  
on a ladder scale were the dependent variables in  
two separate hierarchical regressions. In each analy-  
sis, the independent variables were entered in three  
steps: (1) control variables (age, sex, income, educa-  
tion); (2) physicians' ratings and neuroticism; and  
(3) the hypothesized effect, the physicians' ratings  
by neuroticism interactions. Analyses based on data  
from the first and fourth test dates on 178 men and  
179 women revealed that subjects exhibited average  
levels of neuroticism, low levels of physician-as-  
sessed health impairment, and perceptions of good  
health. The results indicate that neuroticism and  
physicians' ratings were substantial, and only addi-  
tive, contributors to self-ratings of health. (NRB)

ED 257 011

CG 018 233

Cooney, T. M. And Others

Young Adults in Patterns of Intergenerational  
Exchange: The Effects of Parental Divorce.

Pub Date—17 Oct 84

Note—26p; An earlier version of this paper was  
presented at the Annual Meeting of the National  
Council on Family Relations (San Francisco, CA,  
October 16-20, 1984).

Pub Type—Reports—Research (143)—Speeches/  
Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Development, College Stu-  
dents, \*Divorce, \*Family Role, Financial Sup-  
port, Helping Relationship, Higher Education,  
\*Parent Child Relationship, \*Sex Differences,  
\*Young Adults

Identifiers—Adult Children, Intergenerational Re-  
lationships, \*Support Systems

Examining parent-child support patterns over the  
life-course reveals variations in who plays the pre-  
dominant provider and receiver roles. Although  
children can expect to play a minimal role in sup-  
porting their parents until the parents reach old age,  
a divorce in the parents' middle years may lead  
them to call on their children for help. Male  
(N=16) and female (N=16) college students who  
had experienced the divorce of their parents com-  
pleted questionnaires about patterns of family sup-  
port. In follow-up questionnaires, the students rated  
changes in the amount of support they both give and  
receive from parents, siblings, and grandparents.  
Questions focused on financial support, emotional  
support, and provision of goods and services. The  
results revealed that the majority of sons and daugh-  
ters experienced altered patterns of exchange with  
their parents following divorce. Generally, their ex-  
change relationships intensified, as both parents and  
children increased the assistance they provided one  
another. The analyses suggested that the gender of  
the child influenced post-divorce patterns of sup-  
port; sons were more likely than daughters to in-  
crease the support they received from their parents  
following divorce. The gender of the parent also  
emerged as an important determinant of post-di-  
vorce exchange patterns. (NRB)

ED 257 012

CG 018 234

Krokoff, Lowell Jay

Anatomy of Negative Affect in Working-Class  
Marriages.

Pub Date—Oct 84

Note—21p; Paper presented at the Annual Meet-  
ing of the National Council on Family Relations  
(San Francisco, CA, October 16-20, 1984). For  
related research, see CG 018 235.

Pub Type—Reports—Research (143)—Speeches/  
Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Affective Behavior, \*Marital Satis-  
faction, \*Marriage, Negative Attitudes, \*Nonver-  
bal Communication, \*Problem Solving, Sex  
Differences, Spouses, \*Working Class

Most of the observational study of marriage has  
focused on relatively young and highly educated

couples from professional backgrounds. Very little is known about the generality of this observational research to couples whose marital philosophies have been influenced by a different array of socioeconomic conditions and secular trends. Satisfied and dissatisfied married couples ( $N = 120$  couples) from blue- and white-collar social classes participated in an observational study of marriage. Of these, blue-collar couples ( $N = 28$ ), divided equally among the maritally satisfied and dissatisfied, tape-recorded a problem-solving discussion in their homes. Tapes were then coded for problem-solving content and for nonverbal affect using the Couple's Interaction Scoring System. The findings revealed that: (1) the agreement and proposal codes emerged as the best predictors of negative affect; (2) the responses of the wives were more negative than those of the husbands in the differential levels of negative affect in working-class marriages; and (3) the degree of emotional linkage in the dyad over time varied directly with the level of negative affect in the interaction. These results suggest that the same interactional style involved in the dysfunction of white-collar marriages operates in the blue-collar world. (NRB)

ED 257 013 CG 018 235

Krokoff, Lowell Jay  
Assessment as a Procedure for Recruiting Representative Marital Samples.

Pub Date—Oct 84

Note—17p; Paper presented at the Annual Meeting of the National Council on Family Relations (San Francisco, CA, October 16-20, 1984). For related research, see CG 018 234.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Attrition (Research Studies), \*Marital Satisfaction, Marriage, \*Recruitment, \*Research Methodology, \*Research Problems, \*Sampling, \*Working Class

Most of the observational study of marriage has focused on relatively young and highly educated couples from professional backgrounds; working-class couples, older couples, and couples from distressed marriages seem reluctant to volunteer for research on close relationships. The development of techniques for recruiting these couples represents an important methodological problem that must be overcome in order to extend the observational study of marriage across social class and family life cycle dimensions. Satisfied and dissatisfied married couples ( $N = 120$  couples) from blue- and white-collar social classes were recruited for an observational study of marriage. A three-stage recruitment procedure was used which involved a random telephone survey of wives; letters to wives describing the nature of the study; and, finally, home visits which involved both husbands and wives and which focused on subjects' apprehensions about the research. Couples who were still apprehensive following the home visit were given the opportunity to sample the first part of the study, the oral history interview. Financial incentives, and researcher persistence and willingness to accommodate subjects were also used in recruitment. No statistically meaningful sampling biases were found due to the differential dropout of couples throughout the recruitment process. (NRB)

ED 257 014 CG 018 236

Bry, Brenna H. Conboy, Cathy  
Changes in Drug Use, School Performance, and Self-Environment Perceptions during Preventive Intervention.

Pub Date—Aug 84

Note—12p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Academic Achievement, \*Adolescents, \*Behavior Change, Drinking, \*Drug Use, Family Involvement, High Schools, \*Individual Differences, \*Intervention, Modeling (Psychology), Perception, Prevention, Problem Solving, Self Concept, Smoking

Research has suggested that didactic and values discussions, life skills training, social skills training, and family intervention can reduce heavy drug use. Because subjects display variability in patterns of behavior change, increased understanding of these individual differences could be beneficial to inter-

ventions. A preventive intervention program was established for families concerned about their adolescents' alcohol or drug use. Adolescents provided data on daily drug, alcohol, and cigarette use for an 18-month period, along with school report cards and periodic self-report inventories. The intervention consisted of (1) identifying undesirable events; (2) assessing antecedents and consequences through weekly meetings; (3) focusing on the complaints; (4) teaching the family problem-solving techniques; and (5) encouraging consistent contingencies and modeling desired behaviors. The first two adolescents in the program showed widely differing patterns in almost every index except outcome; they both showed improvement by the end of follow-up in the two targeted behaviors (school performance and drug use) and showed no change in the two control, non-targeted behaviors (alcohol and cigarette use). (A detailed analysis of the behavior change patterns of these two subjects and the concurrent changes in self-efficacy expectancies, outcome expectancies, and values that might account for their differences is provided in the text and accompanying figures.) (NRB)

ED 257 015 CG 018 237

Dougherty, Linda M. Gatz, Margaret  
Changes in Health, Social Contact and Morale in Aged.

Spons Agency—Administration on Aging (DHHS), Washington, D.C.

Pub Date—Aug 84

Grant—AoA-09-AT-33/01  
Note—21p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Family Relationship, Friendship, \*Morale, \*Older Adults, Perception, Physical Health, \*Social Life Identifiers—\*Health Status

While it is clear that health status is important in determining morale, and that social contact also contributes to morale, the interaction of health status and social contact on morale is not well understood. Elderly frail community residents ( $N = 40$ ) were interviewed twice in a 1-year period about their contact with friends, grandchildren, siblings, and other family members, and about their desire for more contact with these people, in an attempt to understand the relationship between initial health status, change in health status, and social contact. The relationship of health status change and social contact to morale scores on the Bradburn Affect Balance Scale was also examined. Results from Time 1 and Time 2 interviews showed that changes in objectively and subjectively defined health status were associated with different social contact patterns, but not with levels of morale; subjects showing an increase in number of health conditions reported more contact with their children at Time 2. Declines in subjective health ratings were correlated with less actual, but more desired, contact with friends, while declines in objective health correlated with less desire for contact with friends. Both actual contact and desire for more contact were related to morale at the second time of measurement. (NRB)

ED 257 016 CG 018 238

Hwalek, Melanie And Others  
Assessing the Probability of Abuse of the Elderly.

Spons Agency—Administration on Aging (DHHS), Washington, D.C.

Pub Date—18 Nov 84

Grant—AoA-90-AR-0042  
Note—41p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—Elder Abuse, Family Relationship, \*Family Violence, \*Identification, \*Older Adults, Stress Variables

Identifiers—Caregivers, \*Risk Assessment Tool  
Investigators and service providers have indicated the need for a tool to identify elderly victims of abuse and neglect. Identifying factors related to the risk of elder abuse/neglect can be useful in planning services and targeting limited resources for preventing future problems. A 93-item Risk Assessment Tool was created and over 100 risk indicators were

examined for their predictive value in classifying cases of elder abuse/neglect from comparable cases of elderly known not to be victims. Data were collected by nine social service/health agencies on 50 cases of abuse/neglect and 50 control cases. Through a series of discriminant function data reduction analyses, nine risk indicators were identified which were 94 percent accurate in classifying cases into abuse/neglect and control groups. Three questions directed to the elderly were significant (did anyone take money or property, did anyone threaten to hurt the elder, and are the elder's needs being met), as were two characteristics of the elder (no related cause of symptoms, elder seen as source of stress), and four characteristics of the caretaker (tried to make elder act against own best interest, inappropriate awareness of elder's condition, financial dependence on elder, and persistent lying). (The Risk Assessment Tool is appended.) (Author/NRB)

ED 257 017 CG 018 239

Brune, Linda And Others  
Training Students in Thinking Skills for Solving Social Problems: A Strategy for Helping Students Cope Constructively with School Stressors

Pub Date—85

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—\*Coping, Decision Making Skills, Intermediate Grades, \*Middle Schools, \*Peer Relationship, Problem Solving, \*Skill Development, Social Networks, Stress Variables, \*Student Adjustment, \*Transitional Programs

The project described in this paper focuses on researching approaches to ease the student's transition from elementary to middle school. The method presented equips teachers with an eight-step strategy for helping students think through everyday decisions and stressful situations. The materials target situations that children face while interacting with their peers and adjusting to school. Five major tasks facing new middle school students are identified: (1) managing shifts in role definitions and expectations; (2) managing shifts in social networks and group membership; (3) reorganizing personal social support resources; (4) reappraising oneself and one's life situation; and (5) managing the stress related to uncertain expectations, goals, and abilities. An action-research methodology designed to develop sound curriculum materials for the fourth and fifth grades is presented. Empirical findings concerning the impact of stressors related to the middle school transition on students and the effects of this training on their ability to cope with these stressors are reviewed. Finally, there is a description of a new, ongoing experimental extension of the elementary school program through the discipline system of the middle school, the focus of this effort being to help students think through situations that result in frequent school discipline episodes. (Author/NRB)

ED 257 018 CG 018 240

Hannah, Gregory L. Rave, Elizabeth J.  
The Effects of Play Therapy: A Case Study.

Pub Date—Aug 84

Note—17p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—\*Behavior Change, Change Strategies, Models, \*Play Therapy, \*Preschool Children, \*Social Isolation, Statistical Analysis, \*Verbal Communication, \*Withdrawal (Psychology)

Play therapy has been employed by therapists to alleviate children's emotional stress. Most research dealing with this type of intervention has been in the form of case studies, focusing on therapy outcome rather than on the therapeutic process. The process of one child in individual play therapy was analyzed through the use of time-series analysis. A 5-year-old boy, referred because of his social isolation and withdrawal in a classroom setting, participated in 8 weekly 45-minute play therapy sessions. Stimulus-response verbalizations were established as the dependent variable. A total of 21 30-minute measurements were taken twice weekly over an 11-week period: 6 pre-intervention time points and 15



post-intervention time points. A stochastic model was fit to the data; the time-series was stationary with no significant serial correlation present in the first five lags of the post-intervention data. Although a linear regression yielded a significant treatment effect, examination of the residuals using Q statistic revealed serial dependence, negating the model viability. An alternative statistical model was formulated which produced a significant treatment effect and confirmed the goodness-of-fit of the model. The results suggest that play therapy was a viable intervention for this child. (Author/NRB)

**ED 257 019** CG 018 241

Blanton, Judith S.  
Unwelcomed Findings: Practical and Ethical Dilemmas.

Pub Date—Aug 84

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Change Strategies, \*Communication Skills, \*Consultants, \*Evaluation Utilization, Negative Attitudes, \*Skill Development

Consultants' goal is to have clients understand and accept their findings and to use them for constructive reform, yet unwelcomed findings may be dismissed, suppressed, or distorted. There are several strategies which consultants can use to communicate unwelcomed findings. The consultant can prepare the groundwork in the original negotiation of the contract to establish honest self-appraisal, and, in order to avoid ethical dilemmas, refuse consultations which are likely to be exercises in flattery or scapegoating. They should also be aware of and reduce their anxieties about giving certain findings and be aware of their own motives for giving either welcomed or unwelcomed findings. The timing of information to clients is important; it is often useful to give informal feedback along the way, and giving too much feedback at one time can overload the client. Too often consultants stop at the analysis of the problem. It is important to move beyond unwelcomed findings to solutions. Ideally, a consultant should put the findings in context, and communicate neutrality toward the findings, but empathy toward the client. These techniques can improve consultants' chances of having unwelcomed findings used for constructive change. (NRB)

**ED 257 020** CG 018 242

McLaughlin, Robert J. And Others  
Age-Graded Prevalence of Alcohol Use during Adolescence.

Pub Date—Aug 84

Note—34p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). Research was supported by the Abercrombie Foundation, Houston, TX.

Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*Adolescents, \*Age Differences, Alcohol Beverages, Cohort Analysis, \*Drinking, Secondary Education, \*Sex Differences

Despite the potential importance of delineating the development of alcohol use over the adolescent years, detailed investigations of incremental increases in alcohol use in adolescence are rare. Age- and gender-related differences in frequency, quantity, patterns, and consequences of alcohol use were examined among 1,260 male and 1,338 female adolescents at 6-month age intervals between 11.5 and 17.5 years. The results indicated age-related increases in alcohol use for both sexes. The greatest shift toward increased use occurred between the ages of 14 and 15 years. By age 15, the percentage of non-alcohol users had dropped to 20 percent from 63 percent at age 12, and the percentage of frequent users of substantial quantities of alcohol had risen from 1 percent at age 12 to 19 percent at age 17. Sex differences occurred only for the pattern of frequent use or use of substantial quantities, with greater use reported by older males. Greater use was reported in a 1982 cohort than in a 1981 cohort. The findings suggest that primary prevention efforts should occur before age 13, with secondary prevention efforts in the middle to late teenage years. (NRB)

**ED 257 021** CG 018 243

Lusterman, Don-David

The Use of Psychodiagnostic Evaluation in Systems Therapy.

Pub Date—Aug 84

Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Case Studies, \*Family Counseling, \*Labeling (of Persons), \*Psychological Evaluation, \*Systems Approach  
Identifiers—\*Family Systems Theory, \*Psychodiagnosis

If a therapist conceptualizes human behavior systematically, he may process information and devise therapeutic strategies from many different vantage points, ranging from the intrapsychic to the macrosystemic. Although psychodiagnostic examination of the individual has a long history in the field of psychology, and psychodiagnostics can greatly facilitate treatment planning, their utility is seldom considered as an aspect of family treatment. The most frequent systemic criticism of psychological diagnosis is that it may label a patient, keeping the family system stuck on the patient rather than on the need for system changes. It has been argued, however, that at times labeling a patient within the system has beneficial effects, relieving family members of excessive guilt and unwarranted expectations. This paper presents three cases to illustrate the use of psychodiagnostic examination in a systems-oriented therapy; in each instance, the data are shared with the relevant members of the family system, there is a clear rationale for the request for evaluation, and the information gained has significant input into the therapeutic process, going beyond the mere labeling of the patient by diagnostic category and treatment recommendations. (NRB)

**ED 257 022** CG 018 244

Carroll, Claudia A., Ed. Gottlieb, Bruce, Ed.  
Sexual Abuse: Therapeutic & Systems Considerations for the Child and Family. [Report of] Colorado State Department of Social Services Conference (Denver, Colorado, July 7-8, 1982).

Colorado State Dept. of Social Services, Boulder. Spons Agency—National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C. Pub Date—83

Note—59p.; Appendix A is marginally legible due to small print. For a related document, see CG 018 245.

Available from—The C. Henry Kempe Center, 1205 Oneida, Denver, CO 80220 (1-4 copies, \$5.00 ea., 5-9, \$4.50 ea., 10 or more, \$4.25 ea.).

Pub Type—Collected Works - Proceedings (021) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—\*Child Abuse, Children, \*County Programs, Court Litigation, \*Family Counseling, Family Violence, \*Incest, Individual Counseling, Interviews, Medical Evaluation, Prevention, Program Descriptions, Research Needs, \*Sexual Abuse

Identifiers—\*Colorado

This publication presents papers from a 1982 child sexual abuse conference sponsored by the Colorado State Department of Social Services, designed to identify major issues and trends and to stimulate the exchange of perspectives and practices among persons concerned about preventing and treating child sexual abuse. The first section of the document deals with systems issues in six papers: "The Trend of Childhood Sexual Abuse in Colorado Reflected in the Central Registry," by Joann Davies; "A Large County Sexual Abuse Program: Adult Diversion in El Paso County," by Anne B. Topper; "A Medium Size County-Community Based Sexual Abuse Program: The Moffat County Incest Treatment Program," by Lisa B. Kilrow; "A Teamwork Approach in the Intervention of Incest Cases: Interviewing the Perpetrator," by Georgia M. Garland and Gerald L. Utesch; and "Sexually Abused Children and the Criminal Courts," by Priscilla Conrad. The second section on treatment issues includes: "Current Findings and Critical Research Issues of the Eighties," by Claudia Carroll; "Medical Evaluation of Sexual Abuse," by Barton D. Schmitt; "Psychiatric Emergencies in Medical Practice: The Covert Presentation of Sexual Abuse," by Bruce Gottlieb; "Interviewing the Sexually Abused Child from a Developmental

Perspective," by Lupe-Rebekah Samaniego; "Individual Psychotherapy with the Resistive Perpetrator," by Dana L. Cogan; and "Family Therapy with Sexually Abusive Families," by Patricia Mrazek. The appendices contain the conference program agenda, county program forms, Parents United information, a bibliography, and a list of films on sexual abuse and incest. (MCF)

**ED 257 023** CG 018 245

Molz, Janet

Colorado's Community-Based Child Protection Teams.

Colorado State Dept. of Social Services, Boulder. Spons Agency—National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C. Pub Date—Jul 84

Note—37p.; For related document, see CG 018 244.

Available from—Colorado State Department of Social Services, 1575 Sherman Street, Rm. 404, Division of Family & Children's Services, Denver, CO 80203 (\$3.50 ea., \$2.75 ea. for 20 or more).

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Child Abuse, Child Neglect, Child Welfare, \*County Programs, Group Dynamics, Group Structure, \*Interdisciplinary Approach, Participative Decision Making, \*Team Training, \*Teamwork

Identifiers—\*Child Protective Services, \*Colorado

This paper examines the role of Colorado's community-based child protection teams in the investigation and treatment of child abuse and neglect. The first section contains data from a survey of all Colorado counties as reported by team coordinators and members. It includes information on team composition, structure and operation, and training. The distribution of teams throughout the state is described, and staffing patterns and staff time spent on team activities are examined. The role of the team and its relationship to the Placement Alternatives Commission are discussed. A section on team meeting data looks at frequency of meetings, attendance, cases reviewed, and the creation of mini-teams to handle volume of cases. Team member responses to training issues are presented in text and graph form, and team coordinator comments are listed by county. The factors contributing to the success of a child protection team are examined in the second section. Issues of group dynamics, equal participation, commitment, recognition, logistics, training, leadership, mutual respect, task orientation, and desirable personality traits of members are discussed. Appendices contain lists of county teams, sections of relevant Colorado statutes, child protection team questionnaires for leaders and members, and a list of teams and coordinators. (NRB)

**ED 257 024** CG 018 246

Section 202: Present Problems-Proposed Alternatives. Hearing before the Subcommittee on Housing and Consumer Interests of the Select Committee on Aging, House of Representatives, Ninety-Eighth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

Report No.—House-Comm-Pub-98-483

Pub Date—11 Apr 84

Note—81p.; Some pages are marginally reproducible due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—\*Disabilities, \*Federal Aid, \*Federal Programs, Hearings, \*Housing Needs, \*Older Adults

Identifiers—Congress: 98th

This document contains testimony and prepared statements from the Congressional hearing called to review program operations of the section 202 Direct Loan Program, a federal housing effort for the elderly and handicapped. Witnesses include the Deputy Assistant Secretary for Multifamily Housing, U.S. Department of Housing and Urban Development (HUD); and a panel of witnesses consisting of the chairman of the Housing Committee, American Association of Homes for the Aging; two partners of a Dallas-based consulting firm that specializes in assisting nonprofit sponsors in working with the section 202 program; and the director of housing for the National Council of Senior Citizens. Specific program problems, are discussed, HUD's efforts to solve problems are examined, and additional policies that might improve the effectiveness and efficiency

ciency of the program are proposed. The effects of federal policy and funding changes are reviewed. A brief overview of how the section 202 program evolved is given, and funding for projects aiding the elderly and the nonelderly handicapped is explained. The appendix contains questions from committee members and answers from the Assistant Secretary of HUD, including a list of section 202 projects canceled since 1980. (NRB)

ED 257 025 CG 018 247

**Overnight: Office of Juvenile Justice and Delinquency Prevention.** Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary, United States Senate, Ninety-Eighth Congress, Second Session on Oversight on the Question of Competition on Awards Which are Granted and Peer Review to Assure There is Objectivity and the Best Standard of Allocation of Limited Resources.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

Report No.—Senate-Hrg-98-1237

Pub Date—1 Aug 84

Note—131p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Competitive Selection, \*Delinquency Prevention, \*Federal Aid, Financial Support, Grants, Hearings, Pornography, Research Projects, \*Youth Programs

Identifiers—Congress 98th, \*Juvenile Justice Delinquency Prevention Office

This document contains witness testimony and prepared statements from the Congressional hearing called to examine the operations of the Office of Juvenile Justice and Delinquency Prevention (OJJDP). Witnesses include the administrator, deputy administrator, and head of the research division of the OJJDP, along with a program specialist and a staff member. Other witnesses are the president, the dean of the College of Arts and Sciences, and a researcher from the School of Education, all of the American University in Washington, D.C. The testimony of the American University witnesses describes a multidisciplinary research project on pornography, sexual exploitation and abuse, and juvenile delinquency being conducted with a grant from the OJJDP. The testimony of the president and the director of programs of the National Center for Neighborhood Enterprise, and the director of Government/United Way Relations of the Boys Clubs of America addresses the issues of fairness, competitive grants, and the need to serve high risk youth. The activities of the OJJDP are reviewed, and the question of competition on awards granted, as well as the issue of peer review are examined. (NRB)

ED 257 026 CG 018 248

Yager, Sara Brett, Jeanne

**Patterns of Work and Family Involvement among Single and Dual Earner Couples: Two Competing Analytical Approaches.**

Spons Agency—Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.

Pub Date—Oct 84

Contract—N00014-83-K-0049

Note—49p.; Paper presented at the Annual Meeting of the National Council on Family Relations (San Francisco, CA, October 16-20, 1984).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Patterns, \*Dual Career Family, \*Employed Parents, \*Family Attitudes, Family Involvement, Family Role, \*Models, \*Role Perception, Spouses, \*Work Attitudes

This paper offers a conceptual framework for the intersection of work and family roles based on the constructs of work involvement and family involvement. The theoretical and empirical literature on the intersection of work and family roles is reviewed from two analytical approaches. From the individual level of analysis, the literature reviewed reveals three theoretical models which assert: (1) that work and family are separate role environments (segmented); (2) that work and family roles are antithetical (compensatory); or (3) that work and family roles are fundamentally similar (spillover). Literature from the couple's level of analysis is then reviewed which presents evidence for the existence of an inter-spouse relationship. Based on this review, a conceptual framework is proposed. Included is a

table which lists all possible combinations of work and family involvement between two spouses. These 24 combinations are then collapsed into four general patterns: all roles symmetric; all roles asymmetric; symmetric family-asymmetric work; and asymmetric family-symmetric work. Each of these patterns is described and their place in the existing literature is examined. (Author/NRB)

ED 257 027 CG 018 249

Banphy, Nancy Kramer

**A Last Resort: Truancy Referrals to Juvenile Court.**

Pub Date—85

Note—15p.; Paper presented at the Annual Meeting of the National Association of Social Workers (New Orleans, LA, January 31-February 3, 1985).

Pub Type—Reports - Descriptive (141) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attendance Patterns, \*Court Role, Elementary Secondary Education, Intervention, \*Parent School Relationship, Prevention, Program Descriptions, \*School Role, \*School Social Workers, School Statistics, Student Characteristics, \*Truancy

Identifiers—\*Minnesota (Minneapolis)

The issue of appropriate truancy intervention is addressed in this description of the efforts of Minneapolis, Minnesota to design a continuum of interventions that relies on the resources of both the school and juvenile court. Exigencies which precipitated a truancy pilot project are discussed: a shared belief that truancy is a signal for attention, and if left unattended, a precursor of more serious problems; a 1983-84 truancy study of court interventions and their impact on school attendance; and a compilation of school district truancy statistics including characteristics of students who were truant during the same period. The 1984-85 Truancy Pilot Project is then presented, with attention given to the target population, primary strategies, and pilot objectives. Four intervention levels are discussed: (1) school truancy team prevention and support intervention for all students; (2) identification and intervention for team-selected high-risk students; (3) truancy intervention strategies for truant students; and (4) court surveillance for habitual truant students. A list of seven implications for school social work practice are reviewed, with an emphasis on the need for continued work with chronically truant students and their families, and the desirability of viewing the juvenile court as a last resort intervention. (NRB)

ED 257 028 CG 018 250

Mitchell, William F. And Others

**Training and Using Peer Facilitators for Orientation of Students in Secondary Schools.**

Pub Date—Feb 85

Note—13p.; Paper presented at the Annual Meeting of the National Association of Social Workers (New Orleans, LA, January 31-February 3, 1985).

Pub Type—Reports - Descriptive (141) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Helping Relationship, \*High Schools, Junior High Schools, Peer Relationship, Program Descriptions, \*School Orientation, \*Student Adjustment, Student Personnel Services, Student Role

Identifiers—\*Peer Facilitators

This paper describes the development and operation of a high school orientation program using peer facilitators. The activities of the administrative team (two school social workers, a guidance counselor, and an assistant principal) are described, as is training of upper classmen to be peer facilitators for freshmen orientation. A brief description of the program's implementation is presented along with results of an evaluation of the project; program participants compared to nonparticipants reported less difficulty starting their classes and fewer feelings of isolation. A modified version of the program is suggested for individual transfer students. Finally, other uses for peer facilitators are considered. (MCF)

ED 257 029 CG 018 251

Richmond, Jayne Skoop, Robert

**Prevention through Coalitions: The Role of the Human Service Professional.**

Pub Date—Aug 84

Note—13p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Agency Cooperation, Community Cooperation, Community Services, Cooperative Planning, Human Services, \*Interdisciplinary Approach, \*Interprofessional Relationship

Identifiers—\*Coalitions, \*Primary Prevention

Human service professionals, lacking a viable model to incorporate primary intervention into the human service provider's role, seldom practice primary prevention. Collaboration is the most appropriate model for introducing primary prevention into a community human service delivery system. The collaboration model was applied in a midwestern community concerned about a dramatic increase in the incidence of rape. Researchers, human service professionals, and concerned citizens joined together in a coalition building program which developed a strategy of education, prevention, and maintenance. The activities of the coalition prompted several community agencies to significantly modify their commitments and activities in the area of rape prevention. Primary prevention recognizes the interdependence of the individual and society and seeks to intervene at both levels. If collaboration is to work, human service professionals need both a commitment to primary prevention and specific training in the strategies of community intervention. (NRB)

ED 257 030 CG 018 252

Buehler, Cheryl Hogan, M. Janice

**Planning Styles in Single-Parent Families.**

Spons Agency—Minnesota Univ., St. Paul. Agricultural Experiment Station.

Pub Date—Oct 84

Note—28p.; Paper presented at the Annual Meeting of the National Council on Family Relations (San Francisco, CA, October 16-20, 1984).

Pub Type—Reports - Research (143) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Employment Level, \*Family Financial Resources, \*Fathers, \*Home Management, Individual Needs, \*Mothers, \*One Parent Family, \*Planning, Problem Solving

Although family management scholars have identified family life cycle stages and educational and occupational status as factors that may influence planning in families, the influence of the family's life cycle stage and socioeconomic status on the planning process has not been empirically tested. Planning styles, family characteristics, and sociodemographic factors were examined in a purposive sample of 203 single-parent families (159 mothers, 44 fathers). Factor analysis of responses to a 57-item instrument measuring planning behaviors revealed three factors or planning styles: (1) the resource-centered style, characterized by changing resources while maintaining goals; (2) the goal-centered style, characterized by modifying demands while accepting resources; and (3) the constrained style, characterized by few efforts to change either demands or resources. The results showed that both mothers and fathers most frequently used the goal-centered style; mothers with higher levels of education or who owned homes and fathers with smaller households or higher occupational status most frequently used the resource centered style; younger mothers or mothers who had a lower occupational status used the constrained style. (NRB)

ED 257 031 CG 018 253

Ekstrom, Ruth B. And Others

**The Effects of Youth Employment Program Participation on Later Employment and Education Training.**

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 84

Note—26p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Opportunities, \*Employment Level, \*Employment Programs, Job Satisfaction, Job Search Methods, On the Job Training, \*Participant Characteristics, \*Program Effectiveness, Program Length, \*Training Methods, Wages, Youth, \*Youth Employment

Although youth employment programs operate on the premise that training will produce economic returns in the form of higher employment probabilities, better jobs, and higher wages, the efficacy of these programs has sometimes been in doubt. To determine if and how these programs produce youths who can find and keep a job, 3-year follow-up data were compared for a national sample of 419 employment training program participants and 356 non-participants of comparable background. Analysis of results showed significantly more months of employment and significantly higher wages for the participants than for the non-participants. These differences were sustained after controlling for the effects of age, sex, race/ethnicity, economic status, local unemployment rate, and pre-program levels of education and reading ability. These effects were greatest in programs which emphasized work experience or on-the-job training. Participant-control differences in months of employment were greater for minority than non-minority youth, and greater for females than for males. Despite these significant results, background, previous education, and local unemployment rates were shown to have a greater effect on economic outcomes than did program participation. (Author/MCF)

ED 257 032 CG 018 302

McDill, Edward L. And Others  
Raising Standards and Retaining Students: The Impact of the Reform Recommendations on Potential Dropouts.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—CSOS-358

Pub Date—Apr 85

Grant—NIE-G-83-0002

Note—56p.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Academic Aspiration, \*Academic Standards, \*Dropout Prevention, \*Dropouts, \*Educational Change, Educational Quality, \*High Risk Students, \*Institutional Characteristics, Literature Reviews, School Effectiveness, Secondary Education, Student Improvement  
Identifiers—National Commission on Excellence in Education

This paper examines the potential influence of school reform policies on the high school dropout rate. We summarize a diverse set of reports on American education which recommend increasing academic standards in schools as a means for improving secondary school performance. We also describe our understanding of the processes by which youngsters drop out of school. In light of these diverse literatures, we show that raising standards may have both positive and negative consequences for potential dropouts. On the positive side, raising standards may encourage greater student effort and time on schoolwork, and thus lead to higher levels of achievement. On the negative side, raising the standards may increase academic stratification within schools and cause more school failure, with no apparent remedies. Because of these potential negative consequences of raising standards, we assess the literature on intervention programs designed to reduce delinquent behavior and school dropout. We suggest that alterable organizational characteristics of schools can help buffer the potentially negative consequences of raising academic standards for students at risk of dropping out. We conclude by calling for rigorous evaluations of the implementation and measurable effects of school reform efforts, in the context of a "full enrollment model" of program effectiveness. (An 18-page bibliography concludes the paper.) (Authors)

CS

ED 257 033 CS 007 829

Braza, William G.  
Pre-Questions for Prospective Learning with Reading-Anxious College Students.

Pub Date—84

Note—7p.; "Forum for Reading" is the journal of the College Reading Improvement Special Interest Group of the International Reading Association.

Journal Cit—Forum for Reading; v15 n2 p71-75 Spr-Sum 1984

Pub Type—Reports - Research (143) — Journal Articles (080)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Advance Organizers, \*Reading Ability, \*Reading Comprehension, \*Reading Difficulties, Reading Instruction, Reading Materials, Reading Material Selection, \*Reading Research, Reading Skills

Identifiers—\*Reading Anxiety

A study focusing on anxiety and its interaction with reading explored the undetermined potential of prequestions for treating high reading-related anxiety. The research sample was comprised of 151 members of the freshman nursing classes at a large southeastern university. Evaluation materials included commercial reading tests as well as questions developed by the researchers. After all students were tested initially, 49 found to have high reading anxiety and low comprehension skills met in the next session for subsequent tests. Results show that serious evidence can be promulgated for considering poor ability as a contributing factor to high reading anxiety and not the inverse. High anxiety related to poor reading ability had no effect on reading comprehension tasks, even when adjunct prequestions were provided and anxiety was relatively high. It seems likely that a history of reading failure acts to inflate anxiety related to reading, so the direction may be from poor reading ability to high anxiety. Poor readers with high anxiety need more and better reading skill improvement. Teachers eager to use prequestions should consider alternative reading aids. (DF)

ED 257 034 CS 007 920

Falincar, Anemarie Sullivan

The Unpacking of a Multi-Component, Metacognitive Training Package.

Pub Date—Apr 85

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Junior High Schools, Learning Processes, \*Metacognition, \*Reading Comprehension, \*Reading Instruction, Reading Processes, \*Reading Research, Reading Skills, \*Reading Strategies, \*Remedial Reading

The ninth in a series of studies to improve the strategies that poor reading comprehenders use to study text began as a training study containing three components: strategies to be taught, instructional mode by which they would be taught, and the metacognitive environment for the instruction. After identifying four strategies that merited investigation, the instructional mode (reciprocal teaching) was selected. The metacognitive environment in which the instruction was instituted was then analyzed, and the basic instructional package was investigated in a series of five studies in which the teacher was either the investigator, a volunteer reading teacher, a recruited reading teacher, or a peer tutor. The setting was a resource room or classroom; the content was either selected expository passages from basal texts or science material; and the students were seventh graders having difficulty in comprehending. Results showed that dialogue and comprehension improved substantially over time. This work suggests that an effective reading instruction program requires the identification of complementary strategies that are modeled by an expert and acquired by the learner in a context reinforcing the usefulness of such strategies. (DF)

ED 257 035 CS 007 925

Crimstone, Avon

The Case for a Rhetorical Perspective on Learning from Texts: Exploring Metadiscourse.

Pub Date—[84]

Note—26p.

Pub Type—Reports - Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, Content Analysis, \*Content Area Reading, Elementary Secondary Education, \*Language Processing, \*Reading Comprehension, Reading Research, Social Studies, \*Textbook Evaluation, Textbook Preparation, \*Textbooks

Identifiers—\*Metadiscourse, \*Text Learning, Text Structure

An organizational framework consisting of the

following four components is useful in exploring questions about improving textbooks: learner characteristics, learning activities, the critical task (for measuring student performance), and the nature of the materials. In considering learning characteristics and the materials, it is important to remember the crucial transition for children from basal reader prose to the prose in content area textbooks. In a study focusing on children's interest in social studies textbooks, it was shown that children find these texts uninteresting and difficult. This may be because their textbooks do not foster the learning skills necessary for understanding and remembering information. Some fundamental changes thus need to take place concerning what content area textbooks should be. Rhetorical textbooks that use metadiscourse to convey both content information and the author's attitudes toward it may advance the goals of learning from written texts and producing texts. Striking text differences between conventional and unconventional textbooks emphasize the need for an indepth study in order to improve the quality of all textbooks for children, not just those in social studies. (DF)

ED 257 036 CS 007 955

Kieras, David E. Bonair, Susan

The Acquisition of Procedures from Text: A Production-System Analysis of Transfer of Training. Technical Report No. 16.

Michigan Univ., Ann Arbor.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—TR-85/ONR-16

Pub Date—29 Jan 85

Contract—N00014-84-K-0731

Note—33p.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Cognitive Measurement, \*Cognitive Processes, \*Learning Processes, \*Learning Strategies, Measurement Techniques, \*Reading Comprehension, \*Transfer of Training

Identifiers—\*Text Learning

In the context of the currently developing theory of procedural knowledge and cognitive skill, the task of learning procedures from written instructions must involve the formation of production rules from the information available in the text. Since this process has not been explored in great depth, a study examined the relation of the production rule representation to transfer of training. Subjects learned procedures for operating a simple piece of equipment by reading step-by-step instructions. By measuring the reading time on individual steps and the accuracy of execution of the procedure, the acquisition of individual production rules was tracked. Since the procedures are related, some transfer of training was possible from procedures learned earlier. Results show that production rules, as a way to represent procedural knowledge, can provide a detailed account of the learning process, and that the transfer process is more similar to comprehension processes than to conventional practice mechanisms or Anderson's (1982) learning principles. (DF)

ED 257 037 CS 007 958

Burkhart, Davis

A Sustained Silent Reading Program Designed for Second Grade to Foster a Positive Reading Attitude and Develop the Reading Habit.

Pub Date—Dec 83

Note—109p.; Ed.D. Practicum, Nova University.

Pub Type—Reports - Descriptive (141) — Dissertations/Theses - Practicum Papers (043)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Attitude Change, Family Influence, Grade 2, Motivation Techniques, Primary Education, Program Descriptions, \*Reading Attitudes, \*Reading Habits, \*Reading Programs, \*Sustained Silent Reading

Identifiers—\*Reluctant Readers

A reading program was developed to motivate 20 second grade children identified as capable, confident readers but who would not read on their own. An interest inventory, a free response interview, and direct observation revealed that the students were in literate school and home environments, but few chose to read independently. A 10-week structured sustained silent reading program was implemented to provide the time, the setting, and the activity to foster independent reading habits in the children. Guidelines were developed for the program to ensure an effective and efficient manage-



ment system. Motivational strategies were utilized to maintain high interest. The instructor read with the children to assure an exemplary role model, and parents were involved to encourage a good home reading environment. The practicum produced positive results. The children developed long attention spans with print during daily sustained silent reading sessions as measured by direct observation. They exhibited positive reading attitudes and behaviors while engaging in sustained silent reading sessions and related activities as measured by direct observation, a free response interview, an attitude scale, and a parent survey. The collected data supported a relationship between sustained silent reading and the development of positive reading habits. (Author/HTH)

**ED 257 038** CS 007 964  
Allen, JoBeth

**Factors Influencing the Readability of Student-Generated Texts.**

Pub Date—4 Apr 85  
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Primary Education, \*Readability, \*Reading Comprehension, \*Reading Interests, \*Reading Materials, Reading Material Selection, \*Reading Research, \*Student Developed Materials, Student Interests, Textbook Evaluation Identifiers—\*Text Structure

An investigation examined student-generated texts in terms of both traditional and more theoretically valid readability to determine what factors influence comprehension when children read their own, peer, and adult-written texts. Seventy dictated stories created in an earlier study, along with 4 first-grade level stories from the "Reader's Digest Skill Builder" series, served as the pool for various analyses. Factors of traditional readability, interest, story structure, and reality were examined to learn why children infer better on student-generated texts than on adult-generated texts. Analyses showed that interest, natural language leading to longer sentences, and social and conceptual schema matches hold higher explanatory power than traditional measures of readability and story structure. Teachers who may have been reluctant to use student-generated texts because they are not "controlled" can be assured that strong factors support the readability of such texts. When children have a real-life connection with the author of their text and they read interesting material written in the language of children, they have a better chance of getting the whole message, including the part "written between the lines." (DF)

**ED 257 039** CS 007 967  
Crismore, Avon

**Developing Young Composers' Sense of Craft for Reading and Writing: First Principles.**

Pub Date—[82]  
Note—14p.

Pub Type—Opinion Papers (120)  
**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Elementary Education, Reading Processes, \*Writing Instruction, Writing Processes Identifiers—\*Author Reader Relationship, Reader Text Relationship, Reading Writing Relationship Teaching students to become readers who can work with an author to "build" a text requires a better understanding of the nature of the author-reader relationship. This essay discusses the rights and responsibilities of that relationship by presenting writing and reading as a rhetorical situation—an interaction between author, reader/learner, text, and the world—that involves the structuring of meaning. The point of providing students with opportunities to structure ideas through writing is to help them develop schemata for idea structuring, which they can transfer to the reading situation. With these schemata, readers can uncover the author's structure more successfully, or impose their own structure on a text. The text, rather than bearing meaning explicitly, represents meaning or gives clues to meaning. The author must provide enough clues for the reader, and the reader must appropriately use the author's clues. It is possible that students who have previously experienced various text types by writing them will be better readers and recallers of those same text types. (HTH)

**ED 257 040** CS 007 971  
Cipollone, Anthony, Comp.

**Bibliography for Conference on Thinking.** Cambridge, Massachusetts, August 1984.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Pub Date—Aug 84  
Note—15p.

Available from—Harvard Graduate School of Education, Gutman Library, 6 Appian Way, Cambridge, MA 02138 (\$10.00, paper only).

Pub Type—Reference Materials—Bibliographies (131)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Artificial Intelligence, Bibliographies, \*Cognitive Processes, Communication (Thought Transfer), Computers, Creative Thinking, \*Creativity, Critical Thinking, Learning Processes, Neurological Organization, \*Problem Solving Identifiers—Brain Functions

Drawn from several comprehensive bibliographies and computer searches of volumes by speakers at the Conference on Thinking, this brief bibliography presents resources for researchers and practitioners interested in the areas of cognitive and critical thinking skills. The materials are divided into the following topic areas: (1) general, (2) problem solving, (3) creativity, (4) philosophy of mind and thinking, (5) learning to learn, (6) pictorial/oral/written communication, (7) artificial intelligence and computers, (8) brain functioning, (9) intelligence, (10) reasoning/critical thinking, (11) cognitive development, and (12) understanding. (HTH)

**ED 257 041** CS 007 973  
Maring, Gerald H.

**Encouraging Summer Reading: 21 Suggestions Teachers Can Share With Parents.**

Pub Date—[85]  
Note—5p.

Pub Type—Guides—Non-Classroom (055)  
**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Elementary Secondary Education, Family Environment, \*Motivation Techniques, Parent Child Relationship, \*Parent Participation, Parent Teacher Cooperation, Reading Attitudes, \*Reading Habits, \*Reading Interests Identifiers—\*Reluctant Readers, Summer Vacations

Intended for teachers to share with parents of school children, this paper presents techniques to encourage children to read during their summer vacations. The 21 suggestions for parents include the following: (1) model reading behaviors, (2) brainstorm with children to determine possible areas of interest, (3) read aloud to children, (4) allow children to buy a magazine of their choice at the supermarket, (5) establish a family custom of storytelling, (6) subscribe to a newspaper, (7) make a library area in the children's bedroom, (8) provide adequate lighting for children to read in bed, (9) set reading goals and offer rewards when the children meet those goals, (10) give children bookstore gift certificates, (11) demonstrate that the answers to children's questions can usually be found in print, (12) have children follow up television programs by reading books on the program's topic or related subjects, (13) have children watch "Sesame Street" on television and subscribe to the program's magazine, (14) subscribe to magazines appropriate for the children's ages or grade levels, (15) ask children's teachers about books that will supplement their studies, and (16) read a book on the joy of reading and how parents can foster it in their children. (HTH)

**ED 257 042** CS 007 976  
Baumann, James F.

**The Direct Instruction of Reading Comprehension Skills: A Teacher-Directiveness Paradigm.**

Pub Date—Apr 85  
Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Basal Reading, Beginning Reading, Elementary Education, \*Reading Comprehension, \*Reading Instruction, Reading Strategies, \*Teacher Effectiveness, \*Teacher Role Identifiers—Direct Instruction

The purpose of this paper is to present a direct instructional strategy, which is based upon what is

known about effective classroom instruction. After defining direct instruction in reading, research that discriminates effective teachers from less effective teachers is presented. The paper then discusses the five-step, teacher directiveness instructional paradigm, which is based upon this teacher effectiveness research. Finally, it focuses on several experimental studies validating this direct instruction approach. The paper concludes that a teacher-directiveness approach to instruction is more effective in teaching selected reading comprehension skills than is basal reader instruction. The report concludes with a five page list of references. (DF)

**ED 257 043** CS 007 997  
Quinn, Karen B. Matsushashi, Ann

**Stalking Ideas: The Generation and Elaboration of Arguments.**

Pub Date—Apr 85  
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Study based on first author's preliminary data for her Ph.D. dissertation, University of Illinois at Chicago.

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Cognitive Processes, \*Expository Writing, Higher Education, \*Language Processing, \*Persuasive Discourse, Writing Improvement, Writing Instruction, \*Writing Processes, \*Writing Research, Writing Skills

Identifiers—\*Reading Writing Relationship

A case study investigated how writers use information from reading for writing. Specifically, it examined what happens when writers are asked to read about an unfamiliar topic and then use that information to write an argument. A student was requested to complete four tasks that represented stages one might go through to write an argumentative essay: reading a passage, recalling the passage, planning the argument using the reading material, and writing the argument. Results of this case study show that there are certain things to consider in writing based on reading. For example, text has such an influence that it is often difficult for writers to move beyond the ideas and even the original language of a text. In addition, the ways writers generate and elaborate ideas from reading for writing show the influence of the writers' real world knowledge and experience. The knowledge writers have about events and situations plays an important part in comprehension and production. The ability to comprehend unfamiliar information from reading and then to use it to write for a different purpose requires calling upon existing knowledge structures to accommodate and assimilate new information. Also, reading and writing interact and influence each other. A strategy that helps promote the creation and elaboration of ideas in writing, analogical reasoning, encourages writers to reason from the familiar to the unfamiliar. Given that most learning at the college level involves reasoning from reading for writing, students must learn how to write and reason with information from their reading. (EI)

**ED 257 044** CS 008 010  
Gibbs, Vanita M., Comp. Waterman, David C., Comp.

**Reading and Reality. Proceedings of the Annual Reading Conference (14th, Terre Haute, Indiana, June 14, 1984).**

Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

Pub Date—Apr 85  
Note—83p.

Available from—School of Education Publications Office, Indiana State University, Terre Haute, IN 47809 (\$1.50).

Pub Type—Collected Works—Proceedings (021)  
**EDRS Price—MF01/PC04 Plus Postage.**

Descriptors—English (Second Language), Oral Reading, \*Reading Comprehension, \*Reading Improvement, \*Reading Instruction, \*Reading Programs, \*Writing (Composition)

Intended for reading teachers, this pamphlet contains the presentations of the 14th annual reading conference at Indiana State University, beginning with opening remarks by David C. Waterman and welcoming comments by J. Stephen Hazlett. In the opening address, "What Good is Comprehension without Composition?" by Sharon and David Moore, the role of composition in comprehension, classroom constraints limiting an emphasis on composition, and some comprehension strategies that



emphasize composition are discussed. The five papers delivered at the conference are as follows: "The Writing Studio: Children Writing Every Day and Loving It" (Patty Smith); "Wellness and Reading: Implications for Instruction" (Mary Ann Simbol, Marilyn Klus, and Louise Clark); "Improving the Reading Abilities of Limited- and Non-English Speakers" (David M. Memory); "Creative Oral Reading" (Mark E. Stoffel); and "Reading Instruction, 1984: A Modest Proposal for Teachers and Students" (Aldo F. Cardarelli). (EL)

**ED 257 045** CS 008 011

*Sullivan, Betty L.*  
**Research on the Reading of Newspapers.**  
Pub Date—May 85  
Note—39p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).  
Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**  
Descriptors—Cognitive Processes, Journalism, Layout (Publications), Literature Reviews, Newspapers, Readability, Reader Response, Reading Comprehension, Reading Habits, Reading Instruction, Reading Research  
Identifiers—Readership Analysis, Textual Analysis

The review of the literature related to newspaper reading presented in this paper provides a useful background to educators seeking to broaden their understanding of newspaper research and its implications for classroom practice. The research is divided into readability studies, readership studies, and cognition, comprehension, and text analysis studies. It covers such topics as (1) typography, (2) newspaper design, (3) trends in readership, (4) play theory of newspaper reading, (5) frame analysis of news, and (6) text analysis of newspaper reading. A section containing implications and conclusions of the review and an 11-page bibliography are included. (HOD)

**ED 257 046** CS 008 029

*Brown, Ann L. Palincsar, Annemarie Sullivan*  
**Reciprocal Teaching of Comprehension Strategies: A Natural History of One Program for Enhancing Learning.** Technical Report No. 334.  
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC; Office of Special Education (ED), Washington, D.C.

Pub Date—Apr 85  
Contract—400-81-0030  
Grant—HD-05951; HD-06864  
Note—103p.

Pub Type—Reports - Research (143) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC05 Plus Postage.**  
Descriptors—Critical Thinking, Directed Reading Activity, Elementary Secondary Education, Learning Activities, Listening Comprehension, Models, Reading Comprehension, Reading Difficulties, Reading Improvement, Reading Instruction, Reading Research, Reading Strategies, Teacher Role, Teaching Methods  
Identifiers—Comprehension Monitoring, Reciprocal Teaching

The first part of this report reviews an extensive series of studies concerned with the reciprocal teaching of comprehension fostering and monitoring strategies—an instructional method in which an adult teacher and a group of students take turns leading a dialogue aimed at revealing the meaning of the text. The studies reviewed indicate that after extensive exposure to these reading dialogues, poor readers improve, not only in their contribution to the dialogues, but also in their independent comprehension performance in the laboratory, in the classroom, and on standardized tests. The report then describes comparisons of reciprocal teaching with other viable teaching methods, including modelling, direct instruction, and practice. In addition, a description is provided of attempts to hand the procedures over to a variety of teachers, experienced, inexperienced, and peer tutors, as well as mapping modifications needed to ensure that the method survives under the pressures of actual classroom conditions. Finally, the report describes how to use reciprocal teaching dialogues with young and slower learners to improve both reading and listening comprehension. (Author/HOD)

prehension. (Author/HOD)

**ED 257 047** CS 008 035

*Karbal, Harold, Ed.*  
**All about Reading and Technology.**  
Michigan Reading Association.  
Pub Date—85  
Note—29p.

Journal Cit—The Michigan Reading Journal; v18 n2 Win 1985

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Computer Assisted Instruction, Computer Managed Instruction, Computer Oriented Programs, Elementary Secondary Education, Enrichment Activities, Newspapers, Reading Comprehension, Reading Instruction, Reading Programs, Reading Skills, Word Processing

The central theme in this journal issue is the use of the computer in teaching reading. The following articles are included: "The Use of Computers in the Reading Program: A District Approach" by Nora Forester; "Reading and Computers: A Partnership" by Dr. Martha Irwin; "Rom, Ram and Reason" by Candice Carille; "Word Processing: Practical Ideas and References for Teachers" by Kathy Brown; "Computerized Comprehension" by Dianne Novak; "The Effective Use of Computers in the Reading Curriculum" by Greg Bolak; "A Lifelong Love Affair with Reading" by Dr. Anne E. Hughes; and "Using the Newspaper in the Classroom: Ten Creative Activities" by Dr. Nicholas P. Criscuolo. (EL)

**ED 257 048** CS 008 038

*Scourfield, Judith VanDyke*  
**A Year of Reading Tips (Ways to Help Your Child at Home).**  
Pub Date—84

Note—21p.; Produced by the Bucks County Council, International Reading Association.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Beginning Reading, Family Involvement, Learning Activities, Parent Child Relationship, Parent Participation, Preschool Education, Primary Education, Reading Games, Reading Readiness

The 180 reading tips described in this school calendar are intended for parents to help their children at home. The calendar presents tips for Monday through Friday and for September through May. Among the suggested exercises are the following: (1) sing the ABC song, (2) write five words that begin with B, (3) play a game of Hangman, (4) discuss why the leaves turn colors in the fall, (5) visit the library weekly, (6) turn off the television and have all family members read for at least 15 minutes each night, and (7) tell the opposite of same, white, many, all, off, and open. (HOD)

**ED 257 049** CS 008 039

*Somerfield, Muriel And Others*  
**A Framework for Reading: Creating a Policy in the Elementary School.**

Report No.—ISBN-0-435-08218-3  
Pub Date—85

Note—120p.; North American adaptation and new material by Arlene M. Pillar.

Available from—Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 (\$8.00, paper).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Elementary Education, Literature Appreciation, Parent Participation, Program Evaluation, Reading Comprehension, Reading Instruction, Reading Material Selection, Reading Programs, Reading Readiness, Study Skills

Intended for administrators and reading teachers, this book deals with the issues about reading that seem to be the most common causes of concern. The topics discussed are the following: a general approach to the teaching of reading, ways to involve parents with reading, a prereading program, the organization of a reading program, the process of choosing books for children and helping them choose their own books, the introduction of children to literature, reading comprehension, the librarian in the reading program, reference and study skills, and the assessment of progress in reading. Appended are addresses to contact for additional information and a list of books for further reference. (EL)

**ED 257 050** CS 008 040

*Hansen, Jane, Ed. And Others*  
**Breaking Ground: Teachers Relate Reading and Writing in the Elementary School.**  
Report No.—ISBN-0-435-08219-1  
Pub Date—85  
Note—211p.

Available from—Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 (\$12.00, paper).

Pub Type—Books (010) — Reports - Descriptive (141)

**Document Not Available from EDRS.**

Descriptors—Beginning Reading, Early Reading, Elementary Education, Independent Reading, Individualized Reading, Junior High Schools, Reading Improvement, Reading Instruction, Reading Skills, Student Motivation, Writing Instruction, Writing Skills

Identifiers—Reading Writing Relationship

Intended for reading teachers, this book of articles about reading and writing was written by teachers who intended to ask new questions about reading instruction. It bases its practice on a teaching philosophy in which teachers expect their students to work together, not segregated into proficiency groups. The first section contains articles about teaching young children to read and write and includes the following methods of instruction: letting children "improve" stories by changing or combining them, using children's writing as the beginning impetus and primary instrument for their instruction in learning to read, and using reading to monitor writing. The second section focuses on extending writing across the curriculum, fostering an appreciation of the role of reading in early writing, developing basic skills, immersion in reading about history as preparation for writing, and the simultaneous development of reading and writing skills of migrant children. The third section deals with the concern for the inner life, the power and play of fiction, and interviewing. In the fourth section, general principles discussed include developing the language facility of children by eliminating the separation between reading and writing, ways to encourage self direction in reading, teaching skills, and the reader's audience. (EL)

**ED 257 051** CS 008 041

*Fredericks, Anthony D. Taylor, David*  
**Parent Programs in Reading: Guidelines for Success.**

International Reading Association, Newark, Del.  
Report No.—ISBN-0-87207-965-1  
Pub Date—85

Note—86p.

Available from—International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714 (Book No. 965, \$4.00 member, \$6.00 nonmember).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Elementary Secondary Education, Parent Participation, Program Development, Program Effectiveness, Program Evaluation, Program Implementation, Reading Instruction, Reading Programs, Reading Skills

Identifiers—Parent Programs

Intended for reading teachers, supervisors, and administrators, this guide can be used to develop a parental involvement program. The book first presents a preprogram survey, an informal assessment of attitudes and skills that are important in parent programs. Chapter 1 contains the parent reading engagement profile, which includes guidelines and examples for needs assessment, program planning, program implementation, and evaluation. Chapter 2 covers the publicizing and promotion of parent programs. Chapter 3 presents an overview of a variety of parent programs and projects that have been successfully implemented in different educational settings. An appendix lists materials and activities that have been used in some of these programs. (EL)

**ED 257 052** CS 008 042

*Boehlein, Mary Maher, Comp. Hager, Beth*  
**Haines, Comp.**

**Children, Parents, and Reading: An Annotated Bibliography.**

International Reading Association, Newark, Del.  
Report No.—ISBN-0-87207-341-6  
Pub Date—85

Note—147p.; For the Parents and Reading Committee.

Available from—International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714 (Book No. 341, \$4.25 member, \$5.75 nonmember).

Pub Type—Books (010) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Annotated Bibliographies, Basic Skills, Beginning Reading, Directed Reading Activity, Early Reading, Elementary Secondary Education, Parent Participation, Reading Habits, Reading Improvement, Reading Instruction, Reading Material Selection, Reading Readiness, Reading Skills, Recreational Reading, Supplementary Reading Materials.

Intended for parents and reading teachers, this annotated bibliography contains materials concerning parent involvement with reading. The bibliography provides suggestions and information for professionals and parents concerning (1) home activities that assist the development of general school and reading readiness, (2) support of the school instructional program and (3) book selection. The book is divided into four sections: materials for parents at four levels—preschool/readiness, elementary (grades 1-6), secondary, and general; materials for professionals, including books, journal articles and research, parent involvement program descriptions, and twelve bibliographies; books and pamphlets for parents published by schools, commercial publishers, and public service agencies; and (4) addresses of organizations and publishers who publish information or periodicals useful to parents, children, and professionals, as well as booklists, children's book awards, and audiovisual materials for use with parents. (EL)

ED 257 053

CS 008 044

*Alfano, Jo Ann L.*

*Seventh Grade Vocabulary Computer Instruction vs. Classroom Instruction.*

Pub Date—May 85

Note—30p.; M.A. Thesis, Kean College of New Jersey.

Pub Type—Dissertations/Theses—Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Computer Assisted Instruction, Conventional Instruction, Grade 7, Individualized Instruction, Junior High Schools, Reading Instruction, Reading Research, Vocabulary Development, Vocabulary Skills.

A study examined students' achievement in vocabulary development under two modes, teacher directed instruction and computer-assisted instruction. The subjects—38 seventh graders who had a one to three year vocabulary deficit, according to the "Iowa Test of Basic Skills" pretest in vocabulary—were divided into two groups, Sample A (control) and Sample B (experimental). Sample A was given vocabulary instruction using the computer program, while Sample B was given the same lessons using the print-out from the computer. The computer corrected the control group and the students corrected the errors with the class in the experimental group. Results of the study showed no significant difference between the two methods of instruction. However, there was a slight difference in favor of the experimental, teacher-directed group, showing that computer-assisted instruction is an educational tool but not a replacement for teachers. (An appendix contains lists of the 38 students, their pretest scores, and copies of the vocabulary tests that they were given.) (DF)

ED 257 054

CS 008 047

*Mel, June Y., Ed.*

*Reading in China: Report of the U.S. Reading Study Team to the People's Republic of China.* National Committee on United States-China Relations, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[85]

Note—123p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adults, Bilingualism, Cultural Differences, Educational Attitudes, Elementary Secondary Education, Foreign Countries, Higher Education, Literacy, Psycholinguistics, Reading Comprehension, Reading Habits, Reading Instruction, Reading Readiness, Reading Research Identifiers—China, Chinese (Classical).

The findings of a three-week visit in China by a

study team of American scholars to examine the state of reading research and instruction in Chinese schools and universities are presented in the various articles of this report. Following an introduction describing the particulars of the visit, the report presents these articles: (1) "Chinese Attitudes Toward Education"; (2) "Early Childhood Foundations for Learning to Read in China"; (3) "Structure and Freedom in Some Chinese Classrooms"; (4) "Language, Script, and 'Reading in China'"; (5) "Impressions of Comprehension Instruction in China"; (6) "Issues in Literacy for a Bilingual Population in China"; (7) "Psycholinguistic Issues in Reading Chinese Characters"; and (8) "Reading Activities of Children and Adults". Appendixes contain the itinerary of the study team and a list of team members. (HTH)

ED 257 055

CS 008 049

*Briggs, Linda Davis, Barbara*

*Success in a College "Headstart" Program: An Evaluation Study.*

Pub Date—Mar 85

Note—28p.; Paper presented at the Annual Meeting of the Far West Regional Conference of the International Reading Association (11th, Portland, OR, March 7-9, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Ability, Basic Skills, College Programs, High Risk Students, Interdisciplinary Approach, Nontraditional Students, Outcomes of Education, Program Effectiveness, Program Evaluation, Two Year Colleges.

The Higher Education Learning Package (HELP) program at Sacramento City—an interdisciplinary approach to basic skill development for high-risk, nontraditional students—has four goals: (1) promotion of student retention at the community college through cognitive and attitudinal development, (2) personal development of students through a supportive educational environment, (3) skill development of students through highly relevant instruction immediately applicable to content, and (4) mainstreaming of high-risk students into regular college classes. The population for an evaluative study of the program were the fall 1983 HELP students, who were advised into the program by counselors or by the college's Assessment Center on the basis of Stanford Test of Academic Skills scores. Both pre- and posttest measures and a control group for comparison (in some areas) were used. These measures included a standardized reading test, student records, surveys and questionnaires, and personal interviews. Results indicated that the HELP program does foster the success of high-risk students. (Appendixes include a reading habit survey, HELP follow-up survey, and HELP follow-up questionnaire for students.) (DF)

ED 257 056

CS 208 825

*Barton, Frank, Lehrke, Gunter*

*The Layman Printer. Communication Manual.*

Friedrich Ebert Foundation, Bonn (West Germany).

Pub Date—83

Note—96p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Developing Nations, Journalism, Layout (Publications), Literacy Education, Newspapers, Printing, Production Techniques, Publications, Reprography.

Intended for those responsible for all kinds of publications in developing countries, this booklet has three main objectives: (1) to give the ordinary person who knows nothing about printing or printing processes enough information to be able to deal intelligently with a printer, (2) to show how it is possible for a person or group of persons with no previous experience to set up their own printing operation, and (3) to demonstrate how modest publications from leaflets to small booklets and even rural newspapers serving particular groups of people can be produced. Various sections of the booklet deal with relief block, rubber printing, letterpress, linotype, offset litho, stencil duplicating, dealing with the printer, starting one's own publication, getting quotations, preparing the manuscript, proofreading, and pagination. (HOD)

ED 257 057

CS 208 827

*Teich, Nathaniel*

*Transfer of Writing Skills: How the Concept of Transfer Can Help Teachers of ESL and Basic*

*Writing.*

Pub Date—Mar 85

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Cognitive Ability, Cognitive Processes, English (Second Language), Higher Education, Problem Solving, Second Language Instruction, Second Language Learning, Transfer of Training, Writing Instruction.

The concept of transfer, which refers to the brain's ability to generalize or situations in which perceptions and behaviors are generalizable, can be of use to teachers of English as a second language (ESL) students and basic writers. What is called "writing across the curriculum" and most classroom writing instruction are based on unexamined assumptions that the skills being taught will transfer, but writing skills are not just a matter of lateral transfer. The ability to produce written-language higher level linguistic forms and rhetorical structures is a prerequisite to higher level problem solving. Thus, writing instruction must be seen as teaching for both lateral and vertical transfer. For vertical transfer, writing must be performed as a situational activity. Writing assignments for ESL and basic writing students must be "student centered," must have a concrete audience, and must take into consideration the students' prior learning. The goal of increasing students' proficiency in the vertical transfer of skills cannot be accomplished using exercises that stress competence in isolated mechanical skills or unrealistic rhetorical forms at the expense of communicative intentions. (HTH)

ED 257 058

CS 208 837

*Boomer, Garth*

*English Teaching: Art and Science.*

Pub Date—Nov 84

Note—28p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, English Instruction, Role Perception, Secondary Education, Student Role, Teacher Role, Teaching Methods.

The various roles that a teacher enacts are examined from four perspectives in this paper. Part one: "The Curriculum Text" presents a series of observations of classroom activity, and part two: "A Student Perspective" includes a collection of interviews with students who had been previously observed. The teacher's tape-recorded thoughts are explained in part three: "Inside the Teacher's Mind," while part four: "The Science and the Art" discusses ten identifiable aspects of a teacher's repertoire: (1) indweller/imaginer/psychologist; (2) experimenter/theoretician/scientist; (3) technician/designer; (4) knower/believer; (5) controller/shaper/sculptor; (6) coach/demonstrator/teacher; (7) metaphysician/illuminator/commentator; (8) politician/battler; (9) provider/servant; and (10) connoisseur/reflector/critic. The paper concludes that the teacher is an artist whose art is to deploy the previously mentioned roles. (DF)

ED 257 059

CS 208 839

*Chiteman, Michael D.*

*Literature in the Writing Center: Helping Students Write in Response to Literature.*

Pub Date—4 May 84

Note—15p.; Paper presented at the Annual Meeting of the Central Writing Centers Association (6th, Cincinnati, OH, May 4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Content, Higher Education, Literary Criticism, Literature, Literature Appreciation, Reader Response, Remedial Instruction, Teaching Methods, Tutorial Programs, Writing Difficulties, Writing Instruction.

Identifiers—Response to Literature, Writing about Literature, Writing Centers.

Freshman and sophomore composition students who are required to write in response to literature frequently find that they are not yet secure enough in their basic writing skills to discuss a literary work. In order to help these students, writing center tutors

must be familiar with the assigned writing tasks and what instructors expect from an assignment. If possible, course syllabi, a catalogue of required readings, copies of these texts, and sample or model papers should be kept on file in the writing center. For situations in which the assigned tutor is not familiar with the piece of literature under study, the student can be tutored by a senior literature major, or by a professor/tutor from the English department. Another approach is small group brainstorming or study sessions to discuss the work, during which time the tutor can provide feedback on suggested writing topics. Subsequent individual tutoring sessions can help a student gain a perspective for writing a personal response to a work, or limit a topic to a focused thesis for a critical essay. For the latter, library research skills can also be taught by writing center tutors. (HTH)

ED 257 060 CS 208 843

Cramer, Carmen

Go Out and Prosper, Technocrats: Technical Writers and Rhetorical Translations.

Pub Date—Mar 85

Note—11p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, English Instruction, Higher Education, Majors (Students), \*Technical Writing, Writing (Composition), \*Writing Instruction

Identifiers—\*Audience Awareness

The University of Southwestern Louisiana offers an English major in technical writing. Many assignments and topics are covered in the junior technical writing course, but one of the most effective projects combines the students' and the professor's expertise and focuses on writing for a specific audience. The technical writer's job is to know how to communicate with and obtain information from various technicians, and at the same time be familiar with a variety of audiences so that he will be able to translate technicians' information into information comprehensible by the audience. To develop an awareness of their audience, students go through a two-stage process during several weeks of the course: a rhetorical analysis of their own writing, with a report; and a translation of a technical article. This two-stage project usually takes students from four to five weeks to complete. Upon completion, students have gained a sense of audience, enabling them to communicate an idea in any style. It is a sense of audience that makes technical writers the "informational liaisons" for all fields. (DF)

ED 257 061 CS 208 847

Tirrell, Mary Kay

Teaching Assistants as Teachers and Writers: Developmental Issues in TA Training.

Pub Date—Mar 85

Note—12p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Speeches/Meeting Papers (150) - Guides - Non-Classroom (053)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, Cognitive Processes, Higher Education, \*Teacher Education, \*Teaching Assistants, Writing (Composition), Writing Evaluation, \*Writing Instruction

Courses for new instructors of composition-teaching assistants can be conceptualized to view learning and teaching as a continuing and reciprocal process. Various psychologists, including Piaget and Lev Vygotsky, show phases in the development of conceptual learning. This theoretical base may be used as a starting point for a course for teaching assistants. To take a developmental stance in a classroom, the teacher needs to be aware that, while students may have reached a stage where they have the ability to carry out conceptual thinking, they may not always do it very well. To evaluate students in a writing class, teachers must be aware of the difference ecological psychologists make between the term molecular activity and molecular activity itself. This awareness can assist the growth of the teaching assistant/student as well. The training classroom has a resonance of its own. Graduate students are hired to teach composition because they themselves are writers. Practice leads to the construction of theory, which in turn leads to new practice.

Departments that educate writing teachers ought to do so from the perspective that links three theories: a theory of knowledge, a theory of instruction, and a theory of development. (DF)

ED 257 062 CS 208 853

Roen, Duane H.

Empirical Considerations of Episodic Perspective Taking.

Pub Date—21 Mar 85

Note—20p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cohesion (Written Composition), College Freshmen, Higher Education, Prewriting, Revision (Written Composition), \*Sentence Structure, Teaching Methods, Writing Evaluation, \*Writing Improvement, \*Writing Instruction, Writing Processes, \*Writing Research Identifiers—\*Audience Awareness, \*Episodic Perspective Taking

To study the effects of writers' attending to the informational needs of their readers (episodic perspective taking), each of 65 college freshmen was randomly assigned to one of three treatment conditions: (1) no attention to audience, (2) attention to audience during prewriting, and (3) attention to audience during revising. All three groups received the same set of instructions for drafting and revising their essays and questions. Students' pretest and posttest writing samples were scored for development, organization, syntax, coherence, diction, attention to audience, and overall quality. Results indicated that attending to audience during revising was an effective strategy for improving some features of students' writing. (Author/HOD)

ED 257 063 CS 208 854

Kercher, Debbie And Others

English, Grade 7, Levels I, II, & III. Revised.

Hampton City Schools, VA.

Pub Date—Aug 84

Note—84p; For related documents, see CS 208 854-860.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Computers, Curriculum Development, Curriculum Guides, \*English Curriculum, \*English Instruction, Grade 7, Junior High Schools, \*Language Arts, Language Skills, Listening Skills, \*Literature Appreciation, Reading Instruction, Speech Skills, \*Writing Instruction

The first of seven related guides, this curriculum guide for seventh grade English outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a general philosophy and objectives, a list of the principle features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference guide for standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains the four instructional units: Mythological Heroes, Folk Heroes and Folk Craft, Popular Heroes, and Family Courage and Challenges. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities for each week spent on the unit, and a statement on evaluation. (EL)

ED 257 064 CS 208 855

Thompson, Sharon And Others

English, Grade 8. Revised.

Hampton City Schools, VA.

Pub Date—Aug 84

Note—77p; For related documents, see CS 208 854-860.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Computers, Curriculum Development, Curriculum Guides, \*English Curriculum, \*English Instruction, Grade 8, Junior High Schools, \*Language Arts, Language Skills, Listening Skills, \*Literature Appreciation, Reading Instruction, Speech Skills, \*Writing Instruction

The second of seven related guides, this curriculum guide for eighth grade English outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a statement of general philosophy and objectives, a list of the principle features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference table for the standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains the four instructional units, which focus on adolescence and its relationship to the following themes: identity and self-fulfillment, communication and interpersonal relationships, compassion and the common struggle, and facing reality. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities for each week spent on the unit, and a statement on evaluation. (EL)

ED 257 065 CS 208 856

Ogden, Pat And Others

English, Grade 9. Revised.

Hampton City Schools, VA.

Pub Date—Aug 84

Note—79p; For related documents, see CS 208 854-860.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Computers, Curriculum Development, Curriculum Guides, \*English Curriculum, \*English Instruction, Grade 9, Junior High Schools, \*Language Arts, Language Skills, Listening Skills, \*Literature Appreciation, Reading Instruction, Speech Skills, \*Writing Instruction

The third of seven related guides, this curriculum guide for ninth grade English outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a statement of general philosophy and objectives, a list of the principle features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference table for the standards of learning, directions for the implementation of the individualized reading session within the curriculum context, guidelines for using the computer. The second half of the guide contains four instructional units: struggles and conflicts, freedom and responsibility, hopes and aspirations, and media and modern man. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities for each week spent on the unit, and a statement on evaluation. (EL)

ED 257 066 CS 208 857

Sylvest, Marvin And Others

English, Grade 10, Levels I, II, & III. Revised.

Hampton City Schools, VA.

Pub Date—84

Note—77p; For related documents, see CS 208 854-860.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Computers, Curriculum Development, Curriculum Guides, \*English Curriculum, \*English Instruction, Grade 10, \*Language Arts, Language Skills, Listening Skills, Literature Appreciation, Reading Instruction, Secondary Education, Speech Skills, \*Writing Instruction

The fourth of seven related guides, this curriculum guide for tenth grade English outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a statement of general philosophy and objectives, a list of the principle features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a



cross-reference guide for standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains the four instructional units: Understanding Self Through Private Moods, Family Relationships, People Under Pressure, and Dreams—Then and Now. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities for each week spent on the unit, and a statement on evaluation. (EL)

ED 257 067 CS 208 858

*Eaton, Melinda And Others*  
English, Grade 11, Levels I, II, & III. Revised.  
Hampton City Schools, VA.  
Pub Date—84  
Note—126p.; For related documents, see CS 208 854-860.

Pub Type—Guides—Classroom—Teacher (052)  
EDRS Price—MF01/PC04 Plus Postage.  
Descriptors—Computers, Curriculum Development, Curriculum Guides, \*English Curriculum, \*English Instruction, Grade 11, \*Language Arts, Language Skills, Listening Skills, \*Literature Appreciation, Reading Instruction, Secondary Education, Speech Skills, \*Writing Instruction

The fifth of seven related guides, this curriculum guide for eleventh grade English outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a statement of general philosophy and objectives, a list of the principle features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference guide for standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains five instructional units: America's Dream and Promise, Inner Struggle, Struggle for Justice, Search for Values, and Man and Nature (Level 1). Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities, and a statement on evaluation. (EL)

ED 257 068 CS 208 859

*Nicholson, Lou And Others*  
English, Grade 12, Level I. Revised.  
Hampton City Schools, VA.  
Pub Date—84  
Note—92p.; For related documents, see CS 208 854-860.

Pub Type—Guides—Classroom—Teacher (052)  
EDRS Price—MF01/PC04 Plus Postage.  
Descriptors—Computers, Curriculum Development, Curriculum Guides, \*English Curriculum, \*English Instruction, Grade 12, \*Language Arts, Language Skills, Listening Skills, \*Literature Appreciation, Reading Instruction, Secondary Education, Speech Skills, \*Writing Instruction

The sixth of seven related guides, this curriculum guide for twelfth grade English, Level I outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a statement of general philosophy and objectives, a list of the principle features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference guide for standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains the five instructional units: Ventures Into Oneself, The Quest, Understanding the World, Making Decisions, and Coping with Change. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities for each week spent on the unit, and a statement on evaluation. (EL)

ED 257 069 CS 208 860

*Leimmond, Gayle And Others*  
English, Grade 12, Levels II & III. Revised.

Hampton City Schools, VA.

Pub Date—84  
Note—117p.; For related documents, see CS 208 854-860.

Pub Type—Guides—Classroom—Teacher (052)  
EDRS Price—MF01/PC05 Plus Postage.  
Descriptors—Computers, Curriculum Development, Curriculum Guides, \*English Curriculum, \*English Instruction, Grade 12, \*Language Arts, Language Skills, Listening Skills, \*Literature Appreciation, Reading Instruction, Secondary Education, Speech Skills, \*Writing Instruction

The seventh of seven related guides, this curriculum guide for twelfth grade English, Levels II and III, outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a statement of general philosophy and objectives, a list of the principle features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference guide for standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains the four instructional units: Know Thyself, Choice and Consequence, Fables, and Critica of Society. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities for each week spent on the unit, and a statement on evaluation. (EL)

ED 257 070 CS 208 862

*Clift, Renee T.*  
High School Students' Responses to Dramatic Enactment.  
Pub Date—[84]  
Note—26p.

Pub Type—Reports—Research (143)  
EDRS Price—MF01/PC02 Plus Postage.  
Descriptors—Class Activities, Comparative Analysis, \*Dramatic Play, \*Educational Research, High Schools, \*Learning Activities, \*Retention (Psychology), \*Teaching Methods

A study compared the effects of dramatic enactment as a class activity with more traditional teaching methods on students' acquisition and retention of the concepts taught in the lesson. Subjects were 102 secondary school students from various content classes, randomly assigned to a half-class. Each half-class was taught two lesson topics, half via dramatic enactment on the first topic and half via lecture/seawork. The instruction was reversed for the second lesson. Lesson concept acquisition and retention were measured, in addition to students' attitudes toward the instructional form. Two students from each half class were interviewed about their participation, thoughts, and emotions during instruction with regard to participation and off-task behavior. As predicted, the results indicated that students' concept acquisition and retention were equivalent during both forms of instruction, but that they favored dramatic enactment as an instructional form. The descriptive data regarding students' cognitive and affective processes indicated that while students were equally attentive during both forms of instruction, dramatic enactment elicited more expressions of interest or excitement during instruction and fewer expressions of fear. (HTH)

ED 257 071 CS 208 863

*Last, Ellen*  
The Texas Textbook Protesters Define Literature and Education: An Analysis of Arguments and Approaches.  
Pub Date—[82]  
Note—29p.

Pub Type—Reports—Research (143)  
EDRS Price—MF01/PC02 Plus Postage.  
Descriptors—Content Analysis, \*Literature Appreciation, \*Textbook Content, \*Textbook Evaluation, \*Textbook Research, \*Textbook Selection, Textbook Standards  
Identifiers—Texas, Textbook Adoption Policies, \*Textbook Selections

Because the state of Texas is the largest single market for secondary texts in the nation and because its state adoption process has drawn a small but well-organized group of protestors, the Texas textbook adoption process has begun to shape textbooks in use nationwide. A study was conducted to

examine the arguments most recently used by citizens protesting selections in literature textbooks proposed for adoption by the state of Texas. The study involved several approaches: a reader-response analysis; a tally of authors and works attacked; and analysis of numbers of petitioners, numbers of written arguments, and numbers of oral arguments; and an analysis of general statements about literature, education, and culture. The analyses revealed key assumptions of the protestors. First, they define literature primarily in terms of a literal reading of its content. Literature is expected to be uplifting and optimistic, and to present traditional American values. Second, they view the schools as places where children should receive a factual, skills-based education. Third, the protestors use their knowledge of the system in a well-organized attack that has gained maximum effect from the arguments of a small number of people. As a result, textbooks are traditional, inoffensive, and bland. (Author/DF)

ED 257 072 CS 208 866

*Ericson, Bonnie Ohrlund*  
A Comparison of Responses to Short Stories and Textbook Selections: A Descriptive Study of Three Adolescents' Individual and Group Responses.

Pub Date—[83]  
Note—28p.

Pub Type—Reports—Research (143)  
EDRS Price—MF01/PC02 Plus Postage.  
Descriptors—Comparative Analysis, Expository Writing, \*Females, Grade 10, High Schools, Oral Language, \*Reader Response, \*Reading Processes, \*Reading Research, Short Stories, Textbooks

Identifiers—Reader Expectations, Reader Text Relationship

A study was conducted to describe and compare the oral responses of three adolescents to two short stories and two textbook selections and to identify their general expectations for reading and responding to fiction and expository. Three tenth grade girls were interviewed about their family lives, interests, preferences for and experiences with reading, general expectations for fiction and expository, and experiences with whole class and small group discussions. Individual responses were collected and tape recorded following the readings and following small group discussions. Analysis resulted in the following generalizations about the three readers' responses and expectations: (1) each girl had a preferred pattern of response common to both the short stories and textbook selections; (2) purpose for reading informed all other general expectations for fiction and expository; (3) establishment of text-specific expectations was central to responses to short stories, but not to textbook selections; (4) both text types were evaluated according to the match of a reader's general expectations and knowledge with text form and content; (5) all three girls benefited from the group discussions; and (6) each reader identified the strengths and weaknesses of the other girls' responses and examined her own responses in light of the others. (HTH)

ED 257 073 CS 208 869

*Crismore, Avon*  
The Effect of a Rhetorical Textbook on Students: Two Studies of Metadiscourse and Interpersonal Voice.

Pub Date—[84]  
Note—33p.

Pub Type—Reports—Research (143)  
EDRS Price—MF01/PC02 Plus Postage.  
Descriptors—Content Analysis, \*Content Area Reading, \*Discourse Analysis, \*Language Processing, Reading Comprehension, \*Reading Research, Retention (Psychology), Social Studies, \*Textbook Content, Textbook Evaluation  
Identifiers—\*Metadiscourse, Text Learning, \*Text Structure

Speech communication theorists have defined certain rhetorical characteristics that may improve the use and production of written texts. In order to determine whether social studies textbooks have rhetorical characteristics-containing both content information and the author's attitudes toward it—and whether these characteristics have the desired positive effects on students, two studies were conducted. A typology of metadiscourse was used to describe the types and amounts of informational and attitudinal discourse in nine social studies texts for students from third grade to college level and nine texts written by social scientists for adults,

ranging from nonacademic to academic periodicals and monographs. Findings showed consistent differences in the use of informational and attitudinal metadiscourse, with nontextbooks using more attitudinal metadiscourse and appearing more lively than textbooks. In the second study, with 120 sixth graders, a chapter from a social studies textbook was modified by adding informational and attitudinal metadiscourse and interpersonal voice as variables to determine their effects on retention and attitude. No overall significant main effects were found, although results indicated that metadiscourse was helpful for some subgroups of students, depending on whether interpersonal voice was used. (Tables and diagrams are included.) (DF)

ED 257 074 CS 208 373

Nunn, Grace Gaeta

Peer Interaction During Collaborative Writing at the 4th/5th Grade Level.

Pub Date—[82]

Note—26p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Critical Thinking, Females, Grade 4, Grade 5, Intermediate Grades, Interpersonal Communication, \*Language Research, \*Language Role, Males, \*Oral Language, Problem Solving, \*Sex Differences, \*Writing Processes, Writing Readiness, \*Writing Research, Writing Skills

A study was conducted to investigate oral language used in fourth- and fifth-grade student dyads in a collaborative writing setting in order to understand better how children learn to write. The study was based on a theoretical framework that emphasized the interrelatedness of thought, language, and learning. Following a pilot study, students in five dyads were given three different writing assignments: composing a story with a prescribed ending sentence, writing a text on a topic of mutual interest, and writing individual responses to literature following discussion. The sessions were tape recorded and qualitatively analyzed in relation to researcher notes. The results indicated that oral language played an important role in (1) the maintenance of interpersonal relationships; (2) problem solving relative to the writing task; (3) exploration of language and of new ideas; and (4) critical examination of existing ideas. The nature of the writing assignment affected advanced planning, type of language used, and length of production. More sophisticated writers were more deliberative and engaged in more word play than less sophisticated writers. In addition, boys and girls exhibited consistent differences. Girls were concerned with feelings and personal values while boys focused on high-powered action. (HTH)

ED 257 075 CS 208 375

Kroll, Barbara

What Does Time Buy? Syntactic Accuracy and Discourse Fluency in ESL Composition.

Pub Date—[82]

Note—31p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Coherence, \*Discourse Analysis, \*English (Second Language), Higher Education, Second Language Instruction, \*Second Language Learning, \*Syntax, \*Time Factors (Learning), \*Writing (Composition), Writing Research

Identifiers—\*Freshman Composition

In comparing 50 English as a second language (ESL) compositions written in class to 50 ESL compositions written at home, accuracy on the syntactic level and fluency on the discourse or rhetorical level for the home and class conditions were examined. The subjects, twenty-five undergraduate foreign students enrolled in special sections of freshman composition for international students at the University of Southern California (USC), were randomly drawn in a stratified random sample to represent the five largest foreign groups at USC. Each contributed four essays to the data base. Two were written in class and two were written at home. Syntactic accuracy was measured using a ratio of words per error. The measure used to evaluate discourse fluency was a holistic score designed to measure adherence to organization and coherence only. While tests showed no statistical significance to the differences in class and home performance, many of the subjects did show improved performance at home on an individual basis. The comparison between scores achieved for syntactic accuracy and discourse fluency shows no relationship between the two scores

on individual compositions. The report concludes that time does not buy much for students in the improvement of either their syntax or their organization, and that the level of performance in these two areas is not interdependent. (DF)

ED 257 076 CS 208 379

Arson, Chris M.

Composition and Communicative Intention: Exploring the Dimensions of Purpose in College Writing.

Pub Date—[84]

Note—28p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, \*Cognitive Processes, College Freshmen, Educational Theories, Higher Education, \*Student Attitudes, \*Writing Instruction, \*Writing Processes, \*Writing Research

Identifiers—Audience Awareness, Discourse Modes, \*Freshman Composition, Protocol Analysis, \*Purpose (Composition)

A case study examined purpose in the writing of four college freshmen enrolled in a basic composition course. Discourse based interviews were conducted with the subjects before and after they responded to each of three writing tasks designed to provide them with different choices for audience, mode, and focus. The data revealed two central ways in which students conceptualize the purposes for their writing. They are either class-directed in the development of purpose, or rhetorically flexible-able to accommodate their writing to different kinds of tasks with different topics and audiences. The results suggest that, in contrast to the predictions of current functional discourse taxonomies, these conceptualizations are more apt to grow out of the students' models of writing and literacy than the specific features of the tasks to which they are responding. The results support a writing pedagogy in which a qualitative reformulation of students' discourse modes is more central to their continued learning than the quantitative acquisition or mastery of discourse-specific skills. (HTH)

ED 257 077 CS 208 380

Shock, Diane Hahn

The Writing Process: Effects of Life-Span Development on Imaging.

Pub Date—[83]

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cognitive Processes, Creative Thinking, \*Developmental Stages, \*Imagination, \*Lifelong Learning, \*Writing Processes

Identifiers—\*Imaging

A qualitative study focused on incubation and illumination within the act of writing to determine if life-span development affects image production during these creative, cognitive acts. Sixteen subjects of both sexes from four age groups represented major developmental stages in the life cycle. The research design provided two 90-minute sessions scheduled approximately four days apart with an incubation activity assigned between sessions. Writing activities and taped interviews occurred during both sessions to determine how each subject experienced imaging in the incubation and illumination stages of writing. Results showed that writers performed in recurring phases, often editing and formulating new thoughts at the same time. Two types of incubation operated in their writing patterns: (1) the recurring on-going incubation that is functioning while mental revising is taking place, and (2) the long-term incubation period that may go on for days, months, or years. The assigned incubation activity heightened awareness of the functioning of the unconscious. Even though life-span development appeared to affect subject matter of images, it appeared to have little effect on writing patterns. (DF)

ED 257 078 CS 208 392

Donsky, Barbara von Brachi

Trends in Written Composition Instruction in Elementary School Textbooks 1900-1959.

Pub Date—[83]

Note—26p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Content Analysis, \*Educational History, Educational Trends, Elementary Education, Instructional Materials, Oral Language, Teaching Methods, \*Textbook Content, Textbooks, \*Trend Analysis, \*Writing Instruction, \*Writing Research, Writing Skills

A study examined composition textbooks to determine any trends in composition instruction from 1900 to 1959. The study period was divided into three periods—1900 to 1917, 1918 to 1935, and 1936 to 1959—and three textbooks from each period were content analyzed. A categorical framework was formulated, permitting allocation of tasks found within each volume into one of 12 categories, each depicting a separate facet of English language instruction. Trend analysis was performed for all 12 categories to test whether changes had occurred in the amount of time allocated each aspect of language instruction. Ascending linear trends in the data revealed increased amounts of time allocated both to oral language activities unrelated to writing and to related skills. Descending linear trends reflected decreased amounts of instructional time allocated to such facets of writing instruction as modeling, oral prewriting strategies, word development, letter writing, and prose writing. No significant changes were recorded for sentence construction, paragraph development, or grammar, all of which remained relatively constant throughout the 60-year interval. The majority of categories reflecting declining trends pertained to the written word. Oral language exercises, though not necessarily linked to writing, were increasingly favored. (HTH)

ED 257 079 CS 208 395

Berger, Jeffrey

Beyond the Workshop: Building Faculty Development into the WAC Program.

Pub Date—Mar 85

Note—19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Content Area Writing, \*Educational Cooperation, Faculty Development, \*Higher Education, Peer Evaluation, Program Descriptions, Program Development, \*Revision (Written Composition), Teaching Methods, Two Year Colleges, \*Writing Instruction, Writing Processes

The first goal of a writing-across-the-curriculum program is to convince content area teachers that the movement can aid them in fulfilling their goals. Rather than trying to inspire individual faculty members, the writing-across-the-curriculum program at the Community College of Philadelphia restructures the classroom teaching situation. The developers concentrated on the revision process, designing a "heuristic for revision" for use in faculty led peer review groups. The heuristic invites students to rethink the essay along with the author, to take revision beyond the sentence level. The use of the heuristic has also affected the design of writing assignments, since it presupposes an audience and purpose as well as a genuine intellectual problem. Reaching consensus about the nature and goals of writing assignments required creating an interpretative community that could hold discussions about the merits of individual student papers and could reach agreement about the types of revision that could improve the student's writing. This was done by making structural changes in the teaching situation, taking control of the writing assignment out of the hands of the content area teachers and composition teachers individually, and working with them collectively. (HTH)

ED 257 080 CS 208 396

McLaughlin, Gerald W., Ed.

Effective Writing: Go Tell It on the Mountain. Association for Institutional Research.

Pub Date—85

Note—8p.

Journal Cit—AIR Professional File; n21 Spr 1985

Pub Type—Guides - Non-Classroom (055) — Collectible Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Peer Evaluation, Revision (Written Composition), \*Technical Writing, \*Writing for Publication, \*Writing Improvement, Writing Processes, \*Writing Research

Intended for researchers in a variety of fields, this journal issue contains articles that provide guidance for technical writing for publication. Following an introduction, the first article explores some of the reasons papers are rejected by editors, including research design problems, lack of clarity and style, or unsuitability for the journal. The second article offers peer editing tips for professionals, specifically

how to work with a partner and how to speed edit to assess a document's purpose, audience, scope, and structure. The third article offers seven specific guidelines for clearer, more precise prose writing. (HTH)

ED 257 081 CS 208 902

Benjamin, Curtis G.  
U.S. Books Abroad: Neglected Ambassadors.  
Library of Congress, Washington, D.C.  
Report No.—ISBN-0-8444-0442-X  
Pub Date—84  
Note—97p.

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC94 Plus Postage.

Descriptors—\*Books, Cultural Exchange, \*Developing Nations, \*Exports, Foreign Countries, \*International Relations, Program Descriptions, \*Publishing Industry, Reading Materials

Emphasizing that books are keys to cultural development, catalysts to trade, and unparalleled (but "neglected") ambassadors of American culture, this report points out the need for a new international outlook on the part of the entire United States publishing community. The report calls for a renewed cooperative approach, which would bring disparate parts of the U.S. book community together with a common cause, to help fulfill the immediate educational and economic needs of Third World countries. Various chapters of the report discuss the following: (1) the sponsorship, purpose, scope, and method of the study; (2) the faltering state of U.S. book exports; (3) the influence of multinational publishing; (4) the impact of English-language publishing in continental Europe; (5) previous major U.S. book distribution assistance programs; (6) current U.S. assistance programs; (7) assistance programs of other countries; (8) deterrents to U.S. book exporting; (9) responsibility for U.S. books abroad; and (10) a suggested plan for the future. Appendices include the United Nations roster of developing countries, book types exported by the United States, and statistics of four book distribution programs. (HTH)

ED 257 082 CS 208 903

Davis, Ken. Ed.  
Teaching English in a Nuclear Age.  
Kentucky Council of Teachers of English.  
Pub Date—85  
Note—108p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 50713, \$3.00 member, \$3.50 non-member).

Journal Cit—Kentucky English Bulletin; v34 n2 Win 1984-85

Pub Type—Collected Works - Serials (022)  
EDRS Price - MF01/PC95 Plus Postage.

Descriptors—Curriculum, \*English Curriculum, \*English Instruction, Higher Education, Literature Appreciation, \*Nuclear Energy, Nuclear Technology, \*Nuclear Warfare, \*Social Problems, Teaching Methods, Writing Instruction

Various aspects of teaching English in a nuclear age is the focus of the 13 articles in this journal. Titles of the articles are as follows: (1) "The Future? Educating about the Nuclear Arms Race"; (2) "Nuclear Arms in a University English Class"; (3) "Prospectus for a Course on War, Peace, and Apocalypse in Western Thought and Literature"; (4) "Teaching the Unthinkable"; (5) "Hope for a Hopeless Situation"; (6) "Teaching Chaucer in a Nuclear Age"; (7) "Some Observations on Teaching English in a Nuclear Age"; (8) "Resurrecting Relevance in the Composition Classroom"; (9) "Nuclear Weapons in the Composition Classroom"; (10) "Nukespeak"; (11) "The American Media and the Nuclear Threat"; (12) "An Annotated Bibliography of Nuclear Fiction"; and (13) "Poetry of the Nuclear Age: A Checklist." (DF)

ED 257 083 CS 208 905

Chew, Charles R., Ed.  
Computers in the English Program: Promises and Pitfalls. New York State English Council Monograph.

New York State English Council.  
Report No.—ISBN-0-930348-11-7  
Pub Date—84

Note—153p.; The New York State English Council is an affiliate of the National Council of Teachers of English.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 08202, \$6.00 member, \$6.50 non-

member).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC97 Plus Postage.

Descriptors—\*Computer Assisted Instruction, \*Computer Software, \*English Curriculum, Higher Education, \*Microcomputers, Personal Narratives, Secondary Education, \*Word Processing, \*Writing Instruction, Writing Processes

Identifiers—Software Evaluation  
Since an increasing number of English teachers are being asked to find a place for computers in the English program, this monograph focuses on issues connected to this technology. The first article sets the stage with a discussion of the power and potential of the computer. Other articles focus on the following topics: (1) promises and shortcomings of computer technology, (2) a districtwide planning approach to computer use, (3) computers and the writing process, (4) the development of a computer writing program to meet the needs of students with some special needs, (5) the practical implications of the computer in an English program at the university level, (6) the "ins" and "outs" of software selection, (7) personal reactions to program reviewed by the authors, (8) advice to teachers who must make decisions about what to buy, and (9) personal accounts of two teachers and one student who became involved in computers—professionally and personally. (HOD)

ED 257 084 CS 208 907

Harris, Joseph  
The Plural Text/The Plural Self: Roland Barthes and William Coles.

Pub Date—Mar 85

Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, \*Literary Styles, \*Writing (Composition), Writing Improvement, \*Writing Instruction

Identifiers—\*Barthes (Roland), \*Coles (William), Voice (Rhetoric)

The role of the reader in how the meaning of a text is formed has been a nearly obsessive concern of recent critical thought. While theories of reader-response or deconstruction may seem to have had little effect on the practice of teaching literature, they do hold much in common with the way many teachers try to teach writing. The works of Roland Barthes and William Coles present theories on how to teach students to write effectively. Both men are preoccupied with the intertwining of language and the self, with the ways our sense of who we are is not only expressed by but also composed in our language. There are in the teaching of writing two common approaches to the question of style. One associates style with proper usage and trivializes it; the other equates style with integrity and sanctimonizes it. Barthes and Coles offer us a view of style based on neither correctness nor sincerity but on complexity. They show us the dialectic of writing and the self. We are what our language makes of us, and what we can make of our language. (DF)

ED 257 085 CS 208 909

Tiwari, N. P.  
Planning English Language Curriculum: An E.S.P. Approach.

Pub Date—[82]

Note—15p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Curriculum Design, Curriculum Development, Curriculum Research, \*English (Second Language), \*English Curriculum, English Instruction, Higher Education, Secondary Education, \*Second Language Instruction

In designing a course for teaching English as a second language, it is imperative for a curriculum planner to know the present academic attainment and the desired level of performance of the students at the end of the course. The curriculum planner must take sociological, linguistic, psychological and pedagogical factors into consideration. The cyclic nature of teaching can be described as expansion, reinforcement, consolidation, and expansion, with new things taught becoming prerequisites to additional new knowledge. There has been a movement away from the grammatical syllabus toward the functional syllabus, which gives more attention to the communication needs of the learner. English for

Special Purposes (ESP) courses need to be designed to encourage development of the desired language skills and language abilities, which include enabling people to meet their social language needs and enabling them to function within a foreign environment. After communicative needs are assessed, a formulation of objectives, the selection and organization of content, implementation, and evaluation must follow. In deciding upon a target level for the achievement of students upon completion of the course, data could be gathered through job surveys and the experience of practicing teachers. To make an assessment of the beginning progress level, one must administer diagnostic tests or know the target level of the preceding course. Teachers should monitor the students' progress intermittently and modify their teaching on the basis of feedback obtained. The final board examination will measure student achievement. (EL)

ED 257 086 CS 208 914

Ede, Lisa. Lansingford, Andrea  
Research on Co- and Group Authorship in the Professions: A Preliminary Report.

Pub Date—Mar 85

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, \*Group Activities, \*Group Dynamics, Groups, \*Professional Associations, \*Writing (Composition), \*Writing Research

Identifiers—\*Collaborative Writing

In order to study the theory and practice of collaborative writing, a three-stage research project was initiated. The first stage of research involved a questionnaire sent to 200 randomly selected members of six major professional associations. On a separate sheet accompanying the first questionnaire, respondents were asked to indicate whether they would consider participating in the second stage of the research, a more open-ended and detailed questionnaire designed to more fully identify a spectrum of collaborative writing forms and strategies. This second survey was sent to 12 selected members of each of the six professional associations. The last stage of research involved on-site case studies with between four and six respondents who regularly write as part of a team or group. This part of the research has not been completed. Results of the research thus far have revealed three problematic areas: (1) the concept of writing, especially authorship; (2) the lack of a vocabulary to describe what people do when they write; and (3) affective responses to group writing. These results confirm the hypotheses that collaborative writing is a well-established phenomenon among major professions, and that writing, rather than being a solitary act, is one that is essentially and naturally collaborative. (DF)

ED 257 087 CS 208 916

Standards of Learning Objectives for Virginia Public Schools: Theatre Arts, Oral Communication, Journalism.

Virginia State Dept. of Education, Richmond.

Pub Date—Feb 85

Note—17p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Behavioral Objectives, Curriculum Development, Elementary Secondary Education, \*Journalism, \*Speech Communication, Speech Curriculum, State Standards, \*Theater Arts

The Standards of Learning Objectives for Virginia Public Schools in the areas of theatre arts, oral communication, and journalism explicitly stated in this guide reflect the scope and depth of these elective subjects and identify some appropriate ends for instruction. The guide outlines the program goals, objectives, guidelines, and SOL objectives for programs in the three subject areas. For theatre arts, the SOL objectives are subdivided into categories of human growth and development, theatre concepts and skills, and interdisciplinary relationships. In the area of oral communication, the SOL objectives are arranged under the headings of communication theory, preparation, performance, and analysis and evaluation. Sixteen SOL objectives are listed for the journalism program. (DF)

ED 257 088 CS 208 917

Kendall, Robert



**Public Relations as Art: A Prolog to Criticism.**

Pub Date—Aug 85

Note—25p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Art, Cognitive Processes, Human Relations, \*Mythology, \*Public Relations, Religious Cultural Groups

Much has been written about public relations as either a science or an art. Public relations is a phenomenon within society and has existed long before the name was first applied to the work of building relationships between social groups. Public relations deals with the very core of human experience: relationships. If art may be understood as an interpretation of the human experience, then the public relations function is an art because it interprets the culture through the instrument of myth. The degree of success that the public relations practitioner enjoys or which the profession itself enjoys in its effort to interpret culture through myth becomes the basis for constructive criticism. Macro-myth is a process of social self-identification, which has seven stages or characteristics, including an experience shared by a group of people, the institutionalization of the event, and a belief system that formalizes elements associated with the event into religious institutions. The myth experience thus affirms for the socially cohesive group a self-understanding, and because of this it is myth that offers the key to the critical evaluation of the public relations function. (DF)

ED 257 089

CS 208 919

Drechsel, Robert

**Media Tort Liability for Physical Harm: Problems in Legal Duty and Cause.**

Pub Date—3 Aug 85

Note—31p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Court Litigation, Injuries, Journalism, Legal Problems, \*Legal Responsibility, \*Mass Media, \*Torts

Identifiers—First Amendment, \*Negligence

Although the media has long been familiar with the tort law of libel and invasion of privacy, they may not be aware that the law of torts reaches more broadly. This paper examines legal developments in cases where actions of the media are alleged either to have caused the plaintiff to do something resulting in physical harm or financial loss, or to have caused a third person to harm the plaintiff physically. Many such actions also give a legal twist to social scientific research on the effects of mass media. This paper focuses primarily on tort actions alleging negligence, a theory of liability offering considerable flexibility. After briefly reviewing the types of situations typically leading to such actions against the media, the paper reviews tort law principles underlying negligence, considers the role of the First Amendment in negligence actions, examines how the courts have applied the principles in cases with media defendants, and assesses the implications. (Author/DF)

ED 257 090

CS 208 921

De Riemer, Cynthia Baxter, Richard L.

**A Trend Study of Advertising Content Used by Banks Before, During and After a Banking Collapse.**

Pub Date—Mar 85

Note—29p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Advertising, \*Banking, \*Content Analysis, Economic Factors, \*Journalism, \*Newspapers, Organizational Communication, Problem Solving, Public Opinion, \*Public Relations

Identifiers—News Sentinel (Knoxville TN), Tennessee (Knoxville)

To examine the content of newspaper advertisements used by banks before, during, and after a

major bank collapse, issues of the Knoxville (Tennessee) "News Sentinel" from 1982, 1983, and 1984 were analyzed for bank sponsored product and nonproduct advertisements. These advertisements were studied for type, size, and content relating to categories of nonproduct or institutional advertising. The data revealed that Knoxville banks responded to the community banking crisis by increasing the number of ads during the 1982-83 crisis period but did not continue the increased activity in 1984. Moreover, product ads contained elements of nonproduct content, but the nonproduct ads did not increase markedly during any time period when compared with industry-wide standards. The ads appeared to emphasize how well the banking industry could serve the people of Knoxville, and did not address economic troubles. Strength and growth potential did appear in the ads but not in conjunction with any banking problems the community may have been facing. The institutional ads contained traditional content, such as mergers, growth history, diversifications, and so forth. (HOD)

ED 257 091

CS 208 923

Sneed, Don

**The Editor and Publisher as Public Official: The Ultimate Conflict of Interest.**

Pub Date—Aug 85

Note—18p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conflict Resolution, \*Journalism, \*Media Research, \*Newspapers, Public Officials, Public Opinion, \*Role Conflict, \*Role Perception, \*Social Responsibility

Identifiers—\*Editors

A fifteen-item Likert scale and indepth personal interviews were used to collect data in a study that examined whether five individuals who held both the role of editor and public official were perceived as able to perform in a socially responsible manner as editors of their community newspapers in their estimation and in the estimation of a purposive sample of their readers. The 80 subjects included the five community newspaper editors and fifteen people from each community. They represented a cross-section of readers: professionals, blue-collar workers, advertisers, news media representatives, and political opponents. Results indicated that the editors in each of the five communities perceived themselves as high in social responsibility; moreover, each editor rated himself higher in five social role categories than the readers rated him. This finding was expected since each editor admitted in interviews that the potential for role conflict existed and that each took steps to minimize role conflict. (HOD)

ED 257 092

CS 208 925

Anast, Adrian Webster, James Garrison

**The Role of Television Program Content and Scheduling in Patterns of Choice.**

Pub Date—Aug 85

Note—19p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Audience Analysis, \*Commercial Television, \*Programming (Broadcast), Television, \*Television Research, Television Surveys, \*Television Viewing

Identifiers—\*Audience Response

A study investigated the influence of television program type and scheduling characteristics on patterns of program choice. The problem to be explored was the relative contribution of program content to patterns of audience flow. Soap operas were scheduled on competing channels with the assumption that audience duplication between pairs of these programs should be higher than among pairs of similarly scheduled nonserials. Diary data collected from 1,629 randomly selected New York area heads of households in May 1981 provided the database from which a subset of all female heads of households were analyzed. Results strongly supported the hypothesis that predicted greater within-channel audience duplication among pairs of serials than among pairs of nonserials. The results

failed to support the hypotheses that predicted that between-channel duplication would be greatest for adjacent pairs of serials. In conclusion, the preference for types of program content plays a significant role in determining patterns of program choice. Indeed, the phenomenon of adjacent program audience duplication, or inheritance effects, appears to be facilitated by sequentially scheduling programs of a type. In addition, the study indicates the complications that actual patterns of program scheduling introduce to analyses of viewing behavior. (EL)

ED 257 093

CS 208 926

Wax, Robert C.

**Using Literature to Teach the Non-Literary Research Essay.**

Pub Date—Mar 85

Note—19p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Higher Education, \*Integrated Activities, \*Literature, Novels, \*Research Papers (Students), Student Experience, \*Teaching Methods, \*Writing Instruction

Identifiers—\*Invention (Rhetorical)

The controversial uses of the generic research essay and literature in the composition class fuse together as one issue when one considers the use of literature to teach the research essay in the freshman composition class. This pedagogical approach requires that students read a novel, selected by the teacher, write several essays about it, and use the novel as the seedbed for discovering an appropriate topic for further research. Through such an approach, the teacher can (1) emphasize the heuristic aspect of research, (2) underscore the value of literature as a humanistic endeavor worthy of study and relevant to all students, (3) use literature as a stimulus for generating emotional and intellectual responses in students, (4) allow students the opportunity to explore and use their personal experience as an intellectual and emotional connection to their experience of reading the novel, and (5) generate less rote work and more thinking about research, especially the thinking that takes place during journal writing, personal interviews, and notetaking. (HOD)

ED 257 094

CS 208 927

Ronald, Katharine Roskelley, Hephzibah

**Listening as an Act of Composing.**

Pub Date—Mar 85

Note—12p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, \*Listening, Listening Habits, \*Listening Skills, \*Writing (Composition), Writing Exercises, Writing Improvement, \*Writing Instruction, Writing Skills

The fact that students have not learned to listen may be the reason some of them cannot write. Listening is an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalization that reading and writing demand. The following three exercises were designed to make students conscious of themselves as active listeners who create the voices they hear as they read/listen and write/listen. In the first exercise students were asked to retell the story of "1984," and in the process learned some lessons about composing: (1) strategies of organization—beginnings, middles, ends—are not set by the form of the narrative itself, but developed by them as they retell the story; (2) general and specific ideas occur naturally as they both tell details of the story and attempt to move to the next point by generalizing; and (3) retellings of the same plot can take many forms. The second lesson was begun by an oral reading of Dorothy Parker's "You Were Perfectly Fine," and the students were to listen for details and generalities to use in retelling the story. In the third lesson the story of King Lear was told to the students, and they were asked to listen and retell it. Then they were asked to write a sentence or two that generalized what they felt about what the writer-voice seemed to tell them. The experiment taught students that listening is composing; what people listen for deter-

mines the form, style, and content of the responses they write. (EL)

**ED 257 095** CS 208 928

**Rounds, Nancy**  
**The Heuristics of Pedagogy: Approaches to Teaching Technical Writing.**

Pub Date—Mar 85

Note—19p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classification, Evaluation Criteria, Heuristics, Higher Education, Teaching Methods, Technical Writing, Textbook Evaluation, Textbook Selection, Writing Instruction, Writing Processes

Identifiers—Theory Practice Relationship

Technical writing instructors lack a framework for evaluating pedagogical materials. One framework for classification divides the pedagogical materials into three groups: those locating their heuristics in form, content, and method. Formal pedagogies (the modes, sentence generation) can produce generic writing, separated from audience, purpose, and situation. Contextual pedagogies (two based on the communication triangle—a sender, a receiver, and a subject to which the communication refers) can produce either generic or highly individual writing. Methodological pedagogies (the composing process, problem solving) give a procedure applicable to any writing task. The richest material combines heuristics. Such a classification generates three questions that must be considered when evaluating material: (1) Is the material based on sound theory and does it offer a heuristic for the writing task? (2) Will the heuristic generate meaningful writing or will generic writing be the result? and (3) If several theories inform the material, does the dominant heuristic provide clear and effective direction for the writing task? (HOD)

**ED 257 096** CS 208 929

**Takala, Sauli Vahapassi, Anneli**  
**International Study of Written Composition.**

Pub Date—85

Note—20p; Paper presented at the Annual Meeting of the International Writing Convention (Norwich, England, March 31-April 4, 1985). Figure 4 may not be legible due to small print.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Secondary Education, Foreign Countries, Grading, Holistic Evaluation, International Educational Exchange, Writing (Composition), Writing Evaluation, Writing Processes, Writing Research

Identifiers—Writing Tasks

Fifteen member countries of the International Association for the Evaluation of Educational Achievement (IEA) collaborated on a project that had four aims: (1) to contribute to the conceptualization of the domain of writing, (2) to develop an internationally appropriate set of writing tasks and a system for assessing compositions, (3) to describe recent developments and the current state of instruction in written composition, and (4) to identify factors that explain differences and patterns in the performance of written composition. A set of writing tasks was presented in each country to one or more of the following population groups: (1) the end of primary education (Population A), (2) the end of compulsory education (Population B), and (3) the preuniversity year (Population C). The recommended sample sizes were 50 classes for Populations A and C, and 100 classes for Population B. Problems relating to the construction of writing tasks, the allocation of writing tasks, and the scoring of student scripts were addressed. The most appropriate scoring system combined a holistic, overall-impression marking and an analytical marking. It was concluded that in spite of a great effort the scoring metric was too elastic to allow robust cross-national comparisons of scores on any one task or group of tasks. A sample scoring sheet, tables, and diagrams are included. (DF)

**ED 257 097** CS 208 930

**Quattrini, Joe**  
**Add to Your Book: Teach a Pattern Approach to Writing.**

Pub Date—[84]

Note—16p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Content Area Writing, Higher Education, Teaching Methods, Technical Writing, Writing (Composition), Writing Improvement, Writing Instruction, Writing Processes, Writing Skills

Identifiers—Writing Patterns

Using the "pattern approach" is a means of teaching students to be confident and competent writers. In this method, the writer uses a device called a planning blank to establish purpose, audience, topic, and role as a writer. Then the overall structure can be planned. A good writing plan should suggest not only a beginning, middle, and end, but also a form for the content of these parts of the work. The planning blank allows form and content to be planned on a single page, even for long works, without losing sight of audience and purpose. Instead of a traditional outline, a general pattern—such as a how-to pattern, a narrative pattern, or a problem-solution pattern—is selected first. Then a topic sentence outline is developed by supporting details. By using the pattern method students can write such business and personal communications as letters, memos, reports, market projections, analyses, recommendations, proposals, and evaluations. The following can be noted about this approach: the pattern is less important than whether the form chosen accomplishes the purpose with the audience; patterns can be varied and combined to suit the writer's purposes; the length of the writing is irrelevant to pattern; no one has turned into a robot from using this approach; and the method can be used in all content areas with all levels of student and professional writers. (EL)

**ED 257 098** CS 208 931

**Silhanen, Susan A. And Others**  
**Hometown Newspaper Coverage of Developing Countries: Its Effects on Perceived Interdependence of Nations.**

Pub Date—Apr 85

Note—21p; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Audience Analysis, Audiences, Journalism, Mass Media Effects, Media Research, News Media, Newspapers, News Reporting, News Writing

Identifiers—Audience Response

The "Main Street Mississippi Meets the Third World" project was designed to demonstrate that hometown newspapers can provide relevant news stories about developing countries without leaving the local community. Hattiesburg, Mississippi, and the "American" were the selected site and newspaper. The project involved working with students in the University of Southern Mississippi's journalism classes; "American" reporters, photographers, and artists; and the "American's" managing editor. The result—a five-day, front-page series—included stories on exports, imports, migrants, students, and foreign aid. Pre- and postseries surveys assessed the readers' new expectations and reading behaviors, and the effects of the third world stories on readers' perceptions of Hattiesburg's interdependence with third world countries. Subjects in the pre-survey (n=229) and the post-survey (n=279) were randomly selected from the Hattiesburg 1984 telephone directory, but only subjects who said they read the "American" were questioned. Results indicate that the series significantly influenced readers' perceptions of Hattiesburg's economic interdependence with third world countries and Hattiesburg citizens' contributions to improved conditions in third world countries. (Survey forms are appended.) (DF)

**ED 257 099** CS 208 933

**Keller, Rodney D.**  
**The Rhetorical Cycle: Reading, Thinking, Speaking, Listening, Discussing, Writing.**

Pub Date—Mar 85

Note—13p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Group Discussion, Higher Education,

Prewriting, Sequential Learning, Teaching Methods, Writing Apprehension, Writing Instruction, Writing Processes, Writing Readiness

Identifiers—Rhetorical Strategies

The rhetorical cycle is a step-by-step approach that provides classroom experience before students actually write, thereby making the writing process less frustrating for them. This approach consists of six sequential steps: reading, thinking, speaking, listening, discussing, and finally writing. Readings serve not only as models of rhetorical modes and devices, but allow students to stockpile information. Students also learn to summarize ideas, synthesize those ideas in essays about personal experiences, and evaluate the significance of what they are doing. The thinking step involves invention, prewriting, organization, and strategies for good writing. The section is structured by having students brainstorm, list their own experiences, and free-write. The speaking step encourages students to explain to a small group their ideas and verbalize their outlines. While a student is speaking, the other members of the group are listening, the fourth step, and outlining the speaker's thoughts. Next, the group discusses the speaker's ideas and presentation. This discussion is essential since it is the effective rewriting of something that has not been written yet. At last, the students are ready for the final step, writing. (HOD)

**ED 257 100** CS 208 934

**Davis, Barbara Gross And Others**  
**The Evaluation of Composition Instruction.**

Report No.—ISBN-0-918528-08-9

Pub Date—81

Note—229p; Funding for evaluation work provided by Carnegie Corporation of New York. Available from—Edgepress, Box 69, Ft. Reyes, CA 94956 (\$7.50, paper plus \$0.50 for postage and handling; 20% discount on orders of 2 or more copies).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, English Curriculum, Evaluation Criteria, Evaluation Methods, Professional Development, Program Evaluation, Student Attitudes, Teacher Attitudes, Writing Evaluation, Writing Instruction, Writing Processes

Intended to serve as an introduction to a useful method of composition evaluation, this handbook provides a comprehensive checklist of many relevant topics and issues. The handbook begins with a discussion of the basic concepts of evaluation. The next chapter provides an overview of the components of a writing program as a background and context for comparing and contrasting composition program features. The handbook then describes the following 11 components of an evaluation of a composition program: (1) student writing performance, (2) student attitudes and beliefs about writing, (3) other student indicators, (4) the process of teaching writing, (5) teacher attitudes and beliefs about writing, (6) teacher professional activities and leadership roles, (7) training activities, (8) program administration, (9) costs, (10) side effects, and (11) replications. This is followed by a brief discussion of how to fit the components into an overall evaluation composition instruction. The final chapter contains a glossary of evaluation and writing terms, and annotated references for further reading. (HOD)

**ED 257 101** CS 208 935

**Chang, Tsan-Kuo And Others**  
**Mexican-Americans as an Ethnic Sample: Random Digit Dialing vs. Sampling by Surnames.**

Pub Date—Feb 85

Note—18p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Communication Research, Comparative Analysis, Data Collection, Ethnicity, Interviews, Mexican Americans, Research Methodology, Sampling, Surveys, Telephone Communications Systems

Identifiers—Random Digit Dialing, Survey Research

Since the telephone interview is often used as a method in survey research, a study was conducted to determine whether use of random digit dialing and sampling by surnames resulted in selection of two different samples from the same ethnic popula-

tion. A random digit dialing technique was used to conduct interviews with 1,076 Texas residents over the age of 18 between February and May 1984. The sample included 168 Hispanics. To supplement it, a special sample of persons with Hispanic surnames was selected, using telephone directories from 29 cities with large Hispanic populations. An additional 142 respondents were added to the total sample. Respondents were considered Mexican Americans based on whether they said their ethnic origin was wholly or partially Hispanic, which included Mexican-Americans, Puerto Ricans, and Cubans. Four sets of variables were examined: respondents' background, ethnically related items, ethnic cultural evaluation issues, and general and ethnic media use. Results showed that the two methods did not produce different samples from the same Mexican American population. (A copy of the survey questions is appended.) (HOD)

ED 257 102 CS 208 937

Peters, William H.  
Developing Reasoning Skills through an Integrated Curriculum Approach.

Pub Date—29 Mar 85

Note—9p; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Abstract Reasoning, \*Cognitive Processes, English Curriculum, \*English Instruction, High Schools, \*Integrated Curriculum, Language Processing, \*Language Skills, Learning Activities, Teaching Methods, \*Units of Study

This paper advocates an integrated study of English rather than the traditional approach of studying language, literature, and composition. Its focus is not on designing an integrated curriculum, but on using this approach to develop reasoning skills for secondary students. One integrated curriculum program for the development of reasoning skills is a tenth grade unit entitled, *The Inquiring Mind*. The skills and concepts incorporated into this approach include the following: (1) connotation in literature is many times more significant than denotation, (2) drawing implications from literary selections is necessary to deal successfully with literature, (3) argument is that form of discourse which attempts to win assent to a belief or opinion, (4) deductive reasoning is one method of argumentation, (5) persuasion is that form of discourse which presents arguments as motives for some proposed action, (6) thought and language shape each other, and (7) language is symbolic. (Suggested learning activities for the unit are included.) (HOD)

ED 257 103 CS 208 938

Matthews, Jacklyn Turner, Susan Douglas  
Writing with Style.

Pub Date—Mar 85

Note—14p; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Developmental Programs, Elementary Education, \*Faculty Development, Models, Program Descriptions, Program Evaluation, Teaching Methods, \*Writing Instruction

Identifiers—\*Writing Programs  
A developmental writing program created for grades three through six is described in this paper. The first half of the paper describes the four-phase instructional model, which includes teacher-directed prewriting activities; successive drafts; editing by the writer, by peer editors, and by the instructor; and a publishing stage. The second half of the paper describes the program's model for staff development: administrator and staff orientation, teacher training, and program monitoring. The questions, procedures and results from an evaluation of the program are included. (HTH)

ED 257 104 CS 208 942

Stover, Harryette  
Reaching Adult Learners through Public Television.

Pub Date—Mar 85

Note—8p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March

21-23, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Education, Basic Skills, Course Content, Higher Education, \*Nontraditional Students, Program Development, School Community Relationship, \*Student Attitudes, \*Student Needs, Teaching Methods, \*Telecourses, Television, Two Year Colleges, \*Writing Instruction

The most significant factor in developing the video design of a telecourse must always be the needs of the students who will view the program. In developing videotapes for a writing telecourse at a Texas community college, the instructors attempted to design programs to meet the special cognitive and affective needs of its nontraditional audience. Nontraditional students are holistic thinkers; that is, they are open to learning when they can first see an overall content in which to place what they are studying. The telecourse's use of a narrative line provides a complete rhetorical context for writing skills for these students. Nontraditional students also have a strong need for social interchange and sense of community. While this characteristic is hard to deal with in a telecourse, exposing the audience to the acting ensemble in each program is an attempt at least to model for students the sense of community they need. The traditional telecourse presenter resembles the professor-lecturer, which does not work well with nontraditional students. Other special qualities of nontraditional students include (1) a lack of confidence in their academic and writing abilities, (2) one or more negative experiences with an English course, (3) poor writing attitudes, and (4) utilitarian motives for taking the course. Telecourses should try to accommodate the needs of their audience in the same way that on-campus courses have changed to accommodate the needs of their students. (HTH)

ED 257 105 CS 208 944

Coe, Richard M.  
A Heuristic for Analyzing a Particular Type of Writing Prior to Learning How to Produce It.

Pub Date—Mar 84

Note—20p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Analysis, \*Heuristics, Higher Education, Language Processing, \*Prior Learning, \*Writing Evaluation, \*Writing Instruction, \*Writing Processes, Writing Skills

An assignment given to students at the end of an advanced composition class empowers students by helping them grasp principles and develop abilities that allow them to get beyond needing teachers. The crux of the assignment is a heuristic for analyzing any particular type of writing for the purpose of learning to produce it. The students are assigned to choose a specific type of writing and then to create a mini-manual for people who might want to do that type of writing. This must be an empirical assignment based on the students' analyses of samples of the discourse. The result of this assignment is a formal causal explanation by analysis of a hierarchy of constraints. The heuristic is supposed to help generate a description of the constraints within which writers work. The assignment is based on the assumption that the nature of the constraints and their priority varies from one discourse set to another, and because the immediate focus is on the written products students analyze, the success of the assignment depends upon the students' prior understanding of writing as process as well as their understanding of the practical relationship between process and product. (An example of the heuristic given to the class and samples of students' work are included.) (DF)

ED 257 106 CS 208 945

Smoot, Joyce  
Public Relations and the Writing Center Director: Making the Center Visible On and Off Campus.

Pub Date—Apr 85

Note—10p; Paper presented at the Annual Meeting of the Southeastern Writing Center Association (5th, Atlanta, GA, April 18-20, 1985).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, \*Learning Laboratories, \*Publicity, \*Public Relations, Remedial Instruction, Writing Improvement, \*Writing Instruction

Identifiers—\*Writing Programs, Writing Workshops

At the Writing Center of the Virginia Technical Institute and State University, several methods of publicizing the writing center and developing good public relations have been developed. Through the writing center's brochure or an article in the faculty/staff newspaper, it can be made clear that writing center staff would be willing to talk to any group interested in hearing about the center's work. Classrooms, honorary and professional society meetings, and special programs for faculty and students would be appropriate occasions for explaining the writing center's work. Administrators, staff members, and adjunct groups (such as extension agents) are also concerned with writing. The director for program development in a continuing education department would be able to arrange presentations. Opportunities for presentations can also be found in the surrounding business community through such groups as the Chamber of Commerce, Rotary, and American Business Women's Association. Subjects for different kinds of presentations would vary, but possible topics include the center itself, the writing process, answering essay questions, preparing resumes and job application letters, or writing style. The rewards of such presentations are clear: visibility of the writing center is increased both on and off campus, while current ideas about writing are presented. (DF)

ED 257 107 CS 208 947

Stipple, William L.  
A Coherent Pedagogy for Teaching Literature and Writing.

Pub Date—Mar 85

Note—15p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, English Instruction, Heuristics, Higher Education, \*Language Processing, Learning Processes, \*Literary Criticism, \*Literature Appreciation, Reading Processes, \*Reading Strategies, Rhetoric, \*Tagmemic Analysis, \*Writing Instruction, Writing Processes

Identifiers—\*New Rhetoric

While each English department will establish its own set of assumptions appropriate for its objectives and programs, the new rhetoric can bring some coherence to the teaching of writing and literature by providing students with reliable strategies for reading literature as well as writing. In teaching literature teachers need to demonstrate the relevance of reading literature, show students how to pay attention to their individual reading processes and their active participation in interpretation, and provide students with heuristics for reading complex literary texts and solving problems that come from their reading. A problem solving approach stresses the process of reading literary works, readers' responses to literary works, problem identification and resolution through systematic inquiry procedures, and verification of interpretations of works. Using the tagmemic rhetorical theory, practical strategies can be developed for students to deal with the parts of a work, the dynamic interrelations among parts of a work, the internal arrangement of parts, and the work itself in relation to larger contexts. It is thus possible to conceive of a new literary studies pedagogy that is compatible with the new writing pedagogy, and to draw on the wealth of available research to revitalize literature instruction. (EL)

ED 257 108 CS 208 950

Fedler, Fred  
Mrs. O'Leary's Cow and Other Newspaper Tales about the Chicago Fire of 1871.

Pub Date—Aug 85

Note—29p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Speeches/Meeting Papers (150) — Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Journalism, \*Newspapers, \*News Reporting, \*United States History

Identifiers—\*Accuracy, \*Chicago Fire 1871, \*Illinois



nois (Chicago), Journalism History

Noting that, historically, newspaper editors copied the best, and sometimes erroneous, stories from other newspapers published in distant cities, this paper explores newspaper coverage of the 1871 Great Chicago Fire, and the myth that Mrs. O'Leary's cow was to blame. After suggesting that a report invented the story of the O'Leary cow kicking a lantern and starting the fire, the first portion of the paper describes the dry and fire-prone conditions of the city at the time, the O'Leary family, and the fire's destruction. The middle portion describes how the four Chicago newspapers, their offices destroyed, still managed to publish in the days immediately following the fire. This section also examines initial newspaper accounts of the fire, which did in fact begin in O'Leary's barn, and traces the origins of the "irate cow" story. The next section explores accounts published in papers across the country, discussing why the stories were so sensational and inaccurate. These include a story stating that the fire was the result of a communist conspiracy. The last portion of the paper describes various witnesses and their testimony before the Board of Police and Fire Commissioners—most of them exonerating the O'Learys of blame for the fire—and then discusses the most likely causes of the fire, and the likelihood that the "cow story" had been a hoax intended to make the story more lively. (HTH)

ED 257 109 CS 208 952

Smith, Linda Lazier

**Media Images and Ideal Body Shapes: A Perspective on Women with Emphasis on Anorexics.**

Pub Date—Aug 85

Note—47p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985). Photographs may be marginally legible.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Advertising, \*Anorexia Nervosa, \*Body Weight, \*Females, Higher Education, High Schools, \*Mass Media Effects, \*Media Research, Physical Characteristics, Self Concept, Self Esteem, Self Evaluation (Individuals), Student Attitudes

A study was conducted to determine whether the images of "standard" or "acceptable" thinness that women suffering from eating disorders strive to achieve come primarily from advertising. A questionnaire was administered to 19 college women in counseling for anorexia, a control group of 29 college women, and to 30 high school women. The questionnaire was designed to elicit attitudes on physical attractiveness, awareness of an "ideal" body shape, and media influence in promoting that ideal body shape. An experiment on model selection using print advertisement photographs of women was conducted at the end of the questionnaire, in which subjects rated the success of the models in the photographs. Significant findings fell into expected patterns: the anorexic subjects were less happy with their shapes and more influenced by an "ideal body shape." Surprisingly, though, they did not judge others by body shape standards as much as was expected. There was strong agreement that an "ideal body shape" exists in American society to which women are expected to conform. The anorexics were found to be significantly more media conscious and more influenced by the media on body images than the other two groups. The influence of television programs and movies was stronger for high school students than for the college control or anorexic groups. (The questionnaire and other materials used in the study are appended). (HTH)

ED 257 110 CS 208 955

Daniels, Harvey Zelman, Steven

**A Writing Project: Training Teachers of Composition from Kindergarten to College.**

Report No.—ISBN-0-435-08216-7

Pub Date—85

Note—246p.

Available from—Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 (\$12.50, paper).

Pub Type—Books (010)—Reports—Descriptive (141)

Document Not Available from EDRS.

Descriptors—Elementary Education, Expository Writing, Higher Education, Program Evaluation, \*Writing (Composition), Writing Evaluation, Writing Exercises, Writing Improvement, \*Writing

Instruction, Writing Processes, Writing Research, Writing Skills

Identifiers—\*Illinois Writing Project, National Writing Project, \*Writing Programs

Intended for curriculum directors, English or language arts chairpeople, and administrators, this book is designed to illuminate the common beliefs and procedures of the National Writing Project, which have been developed with the support of Title IV-C of the Elementary and Secondary Education Act and state and local resources, by offering a detailed description of one program—the Illinois Writing Project. Following an introduction about how to read the book, assumptions about teaching writing and teaching teachers are discussed. The forty sessions of the writing project program deal with the following: introductory sessions; developmental issues; assignment making; kinds of writing; writing for a variety of audiences; writing exercises including prewriting, drafting, and revision; ways to approach grammar; writing evaluation including ways to respond to student writing, writing conferences, peer editing, and grading; the curriculum fair; and the evaluation of the program. (EL)

ED 257 111 CS 208 956

Judy, Stephen N., Ed.

**Publishing in English Education.**

Report No.—ISBN-0-86709-011-1

Pub Date—82

Note—189p.

Available from—Boynton/Cook Publishers, Inc., P.O. Box 860, Upper Montclair, NJ 07043 (\$9.00, paper).

Pub Type—Books (010)—Guides—Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—English Curriculum, English Teacher Education, \*Language Arts, \*Publications, Research, \*Textbook Publication, Writing (Composition), \*Writing for Publication

Intended for both newcomers to writing and experienced writers, this book presents ideas that will simplify the process of submitting and getting published, cut down on the false starts and mistakes, and provide a catalyst to the educational writer. The titles of the articles and their authors are as follows: "Publishing in the Elementary Language Arts," by Julie M. Jensen; "Publishing in Secondary Journals," by Stephen N. Judy; "Writing Articles about College English Teaching," by Richard C. Gebhardt; "Reading: An Open Field," by Janet R. Binkley; "Writing about Literature (or Country Ham)," by Jasper P. Neel; "Writing about Educational Research," by Roy C. O'Donnell; "Publishing in the Youth Services Area of Library Science," by Mary K. Chelton; "Publishing in Speech Communication," by Gerald M. Phillips; "Publishing in Canada," by W. John Harker; "School Textbooks," by Carol B. Kuykendall; "Writing for the El-Hi Textbook Market," by Robert W. Boynton; "The Perishable Publisher—Some Views on Publishing for Aspiring Teacher-Writers," by Richard Maynard; and "The Horn of the Dilemma," by B. Jo Kinnick. Listed in the appendixes are places to publish: journals in language arts, reading, speech communication, and journalism; national and international journals in fields related to English and reading; and book publishers. (EL)

ED 257 112 CS 208 957

Collins, James L., Ed. Sommers, Elizabeth A., Ed.

**Writing On-Line: Using Computers in the Teaching of Writing.**

Report No.—ISBN-0-86709-129-0

Pub Date—85

Note—136p.

Available from—Boynton/Cook Publishers, Inc., P.O. Box 860, 52 Upper Montclair Plaza, Upper Montclair, NJ 07043 (\$9.75, paper).

Pub Type—Books (010)—Guides—Classroom—Teacher (052)

Document Not Available from EDRS.

Descriptors—\*Computer Assisted Instruction, Computer Software, Higher Education, Literature Appreciation, Microcomputers, \*Reading Instruction, Secondary Education, \*Teaching Methods, \*Word Processing, Writing Evaluation, \*Writing Instruction, Writing Processes, Writing Research

Identifiers—Jargon, Software Evaluation

Distinguishing between teaching writing and teaching word processing, this book is intended as a guide for teachers who wish to teach writing with microcomputers. The 13 chapters and authors are as follows: (1) "Integrating Composing and Comput-

ing," Elizabeth Sommers; (2) "A Writing Teacher's Guide to Computerese," James Collins; (3) "A Writer (and Teacher of Writing) Confronts Word Processing," Peter Stillman; (4) "Selecting Word Processing Software," Michael Spitzer; (5) "Word Processing and the Integration of Reading and Writing Instruction," Linda Bickel; (6) "Word Processing in High School Writing Classes," Shirley Lindemann and Jeanette Willert; (7) "The Electronic Pen: Computers and the Composing Process," Cynthia Selfer; (8) "Prewriting and Computing," James Strickland; (9) "Revising and Computing," Gail Womble; (10) "Teaching Literature Using Word Processing," John Evans; (11) "Error Correction and Computing," Glynda Hull; (12) "Realities of Computer Analysis of Compositions," Donald Ross; and (12) "Looking in Depth at Writers: Computers as Writing Medium and Research Tool," Lillian Bridwell and Ann Duin. (HTH)

ED 257 113 CS 208 958

Harste, Jerome C. And Others

**Language Stories & Literacy Lessons.**

Report No.—ISBN-0-435-08211-6

Pub Date—84

Note—252p.

Available from—Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 (\$15.00, paper).

Pub Type—Books (010)—Information Analyses (070)

Document Not Available from EDRS.

Descriptors—\*Cognitive Processes, Early Childhood Education, \*Language Acquisition, Language Patterns, \*Language Processing, \*Language Research, Language Skills, \*Literacy, Reading Instruction, Verbal Communication, Writing Instruction

As a result of a program of research about cognitive processes involved in learning to read and write among 3-, 4-, 5-, and 6-year old-children, this book attempts to get teachers-researchers to think through the implications of recent insights into literacy and literacy learning. The first section examines instructional assumptions; proposes a new view of language development; presents a language lesson from a 3-year old; suggests a new perspective concerning the relationship between literacy and race, sex, and socioeconomic status; and examines literacy assumptions. The second section presents key patterns in language and language learning that were seen in the language stories of the children, and examines the organization of the writing, the intentionality of the children as language users, the generativeness of language, risk taking as being central to cognitive processing, writing as a form of social action, the text as the basic unit of language, how language is learned, and new patterns in literacy. The third section deals with the conceptual implications and the methodological implications of literacy and literacy learning. Research task directions and a bibliography are appended. (EL)

ED 257 114 CS 208 959

Daniell, Beth

**Toward a Definition of Literacy.**

Pub Date—17 Nov 84

Note—14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984). For related documents see CS 208 960-961.

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Cognitive Ability, \*Cultural Influences, \*Definitions, Economics, \*Educational Theories, \*Literacy, Politics, Psycholinguistics, Reading Skills, Religion, \*Sociolinguistics, Writing Skills

A number of issues must be considered if those in the profession are to construct a theoretically and pedagogically sound definition of literacy as a word and a concept. The profession agrees that literacy is the encoding and decoding of meaning, but there is little agreement on the term "meaning." Sociolinguists define literacy as a cluster of linguistic, psychological, and social skills that rely on the conventions of the alphabet and of print, but also on purpose, difficulty, and interest. Other problems in defining the term are the differences and the relationships between the skills required for reading and those required for writing, and the question of permanence, or retention, of these skills. Literacy is distinct from mastery of the standard dialect, and it is not schooling, cognition, or merely "reading."

Neither is it the same as culture. What seems to emerge from these distinctions, however, is a connection between literacy and culture. Among the cultural determinants of literacy are religion, economics, and politics. Only by searching the maze of relationships among humans and their cultures can the profession move toward a definition of literacy. (HTH)

ED 257 115 CS 208 960

Trachsel, Mary

Formal and Functional Notions of Literacy in the History of American Education.

Pub Date—17 Nov 84

Note—13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984). For related documents, see CS 208 959-961.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Conferences, Definitions, Educational Change, \*Educational History, Educational Philosophy, Educational Principles, \*Educational Trends, \*Functional Literacy, Higher Education, \*Literacy, Secondary Education, \*Teaching Methods, United States History

Documents produced for three separate conferences that were convened to discuss the aims and methods of English instruction in the past century demonstrate the pedagogical shift from a "formal" concept of literacy to a more functional one. An 1896 conference at Harvard University reviewed secondary school and college English instruction during the preceding two decades, and the resulting reports aptly demonstrate the bell-shaped definitions of literacy which prevailed in academic circles. In 1916 twenty universities from across the country, convening for a second conference, subscribed to a formal definition of literacy similar to Harvard's 20 years earlier. At an ACT conference in 1977, participants generally agreed that formal criteria still prevailed in the teaching and evaluation of literacy skills and advocated educational reform, calling for schools to adopt a set of functional criteria that took into account the social use of language as defined by the students' own needs. Further indications of the ways in which the concept of functional literacy has influenced the teaching and evaluation of language arts skills can be seen in recent developments in writing assessment programs. In fostering literacy skills, the language arts teachers must not only be aware of the students' own perceived language needs, as advocated by the functionalist school, but also be prepared to guide students' perceptions of those needs, in keeping with formalist thinking. This paper includes a substantive bibliography of books and articles dealing with literacy. (HTH)

ED 257 116 CS 208 961

Walters, Keith

Ethnographic Studies of Literacy and the Classroom Teacher.

Pub Date—17 Nov 84

Note—20p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984). For related documents see CS 208 959-960.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Cultural Differences, Cultural Influences, Dialects, Educational Change, \*Educational Theories, \*Ethnography, Family Environment, \*Literacy, \*Research Methodology, Research Problems, Standard Spoken Usage

Identifiers—\*Theory Practice Relationship

Teachers can and should use the insights of ethnographic research responsibly in their teaching. Ethnography is an attempt to understand cultures or parts of cultures from the point of view of those who participate in them. It is in the discontinuity between home and school uses of literacy that most ethnographers who study literacy locate the failure of children from lower socioeconomic communities. One critic of ethnographic research in education contends that cultural differences are replacing cultural deprivation as the fashionable excuse for school failure. Ethnographic studies do, however, acknowledge that even if the educational system does not hold students responsible for the ability to produce and understand the standard language, the workplace will. One noted ethnographer discusses the necessity of helping students link language choices to life chances, to help students exploit what

they have learned in their communities about how to learn and how to use language in order to become speakers and writers of the standard language. Herein lie the greatest potential contributions and the worst possible hazards of ethnographic research. (An outline of this paper, a summary of results from one ethnographic literacy study, and a four page bibliography are included.) (HTH)

ED 257 117 CS 208 962

Ellis, W. Geiger

Cormier and the Pessimistic View.

Pub Date—29 Mar 85

Note—17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescent Literature, \*Authors, Bibliotherapy, Characterization, Literary Criticism, \*Literary Styles, \*Literature Appreciation, Novels, \*Reader Response, Secondary Education, Tragedy

Identifiers—\*Cormier (Robert)

Teachers' dismissal of Robert Cormier's books as "too depressing" suggests a lack of sound critical understanding of his work and a lack of faith in individual young people. The body of adolescent or young adult literature has come a long way in recent years. The writing has shown a much fuller range of literary quality and the content or subject matter has been expanding. Cormier's works are consistent, in that they focus on the struggle between individuals and an institution. Cormier causes the reader to see through the individual characters that the boundaries and the controls set by the institution need not and must not be passively accepted. Not one of his characters is concerned with alcoholism, drug use (except where imposed by institutions), premarital sex, childbirth, physical handicaps, social and racial problems, divorce, menstruation, or other topics common to adolescent literature. His heroes are tragic and their flaw is their unwillingness to "play by established rules." Like the authors of many adult novels, Cormier is a writer of hope who may heighten the awareness of those who are subject to the forces he depicts and inspire his readers with ennobling portrayals of human beings as individuals. (HTH)

ED 257 118 CS 208 965

Kelly, Patricia P., Ed. Small, Robert C., Jr., Ed.

What We Know about the Teaching of Writing. Virginia Association of Teachers of English.

Pub Date—85

Note—129p.

Journal Cit—Virginia English Bulletin; v35 n1 Spr 1985

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Cognitive Processes, Elementary Secondary Education, Poetry, Reading Skills, Research Papers (Students), Spelling, \*Teacher Role, Teaching Methods, \*Writing Evaluation, \*Writing Instruction, \*Writing Processes, \*Writing Research

Identifiers—Journal Writing, \*Theory Practice Relationship

Articles in this journal issue focus on aspects of writing instruction and research. The articles discuss the following topics: (1) recent changes in the teaching of composition, (2) a writing sequence for the junior high/middle and secondary school English curriculum, (3) 10 writing-for-learning tasks to use throughout the curriculum, (4) writing and learning, (5) meaning versus correctness in writing, (6) group conferences in large composition classes, (7) how to make writing conferences work, (8) how to teach the research paper, (9) poetry in the elementary school, (10) writing journals, (11) prewriting, (12) moving nonmainstream children into the fictive mode, (13) making the transition from expressive to transitional writing, (14) a student writing project, (15) an individual approach to spelling, (16) two methods of using reading in a writing class, (17) the applicability of cognition and writing research to instruction, and (18) what secondary school teachers should know about children's writing. A section of teaching ideas is included in the journal. (HTH)

ED 257 119 CS 208 970

Furner, Beatrice A.

Handwriting Instruction for a High-Tech Society:

Will Handwriting Be Necessary?

Pub Date—Mar 85

Note—25p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, \*Educational Research, Educational Trends, Elementary Education, Futures (of Society), \*Handwriting, Individualized Instruction, \*Perceptual Motor Learning, Research Needs, \*Teaching Methods, \*Writing Instruction, Writing Research, Writing Skills

Assuming that some handwriting will be necessary in the computer age, questions remain as to the instructional techniques that facilitate learning in handwriting, whether the cost and time required to teach two forms of writing can be justified, and which form is learned more easily and is better suited for use in a technological age. Effective instruction must be based on recognition that handwriting is a perceptual motor skill. Principles of instruction that are important to teaching handwriting are based on theories of perceptual learning, and research supports the use of perceptual learning techniques. Characteristics of computer assisted instruction (CAI) include individualization of the rate of learning, adjustment of difficulty, feedback, and reinforcement. Comparison of the instructional techniques shown to be important in perceptual learning in handwriting with the capabilities of CAI suggests that computers have the potential to facilitate learning of handwriting. Although the development of CAI in handwriting is in the early stages, available research supports the conclusion that carefully designed computer-based programs of instruction can be of value for some, if not all, learners. It also appears that continued research in analysis of handwriting processes and products can lead to refinement in forms taught and materials used for writing by children and adults. (Recommendations for the development of handwriting programs involving CAI are included.) (HTH)

ED 257 120 CS 208 971

Wulfmeyer, K. Tim McFadden, Lori L.

The Unknown Expert: Anonymous Attribution on Network Television Newscasts.

Pub Date—Aug 85

Note—19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Broadcast Industry, Communication Research, \*Media Research, Networks, \*News Media, \*News Reporting, News Writing, \*Television

Identifiers—\*Anonymous Attribution, \*News Sources

Because the quoting of anonymous sources in journalism has received a great deal of attention recently, a study was conducted to focus attention on the broadcast media by examining the quoting of anonymous sources on network television newscasts. Four research questions were formulated: (1) What percentage of television news stories contain anonymous attribution? (2) How frequently are unnamed sources quoted? (3) What types of stories contain the most anonymous attribution? and (4) How are unnamed sources described? In the fall of 1982, two weeks of network television newscasts were selected randomly and videotaped. The resultant 27 newscasts and coded stories were analyzed according to a number of variables, including subject matter, type, and presence of anonymous contribution. About 55% of the 416 stories contained at least one quote that was attributed to an unnamed source. About 59% of the CBS stories, 57% of the NBC stories, and 47% of the ABC stories contained anonymous attribution. Subject matter of stories did not seem to affect the use of unnamed sources very much, and "neutral" anonymous sources were most often quoted. In light of these findings, network news organizations might consider restricting their granting of confidentiality to sources and letting viewers know more about how the information in news stories is confirmed. (DF)

ED 257 121 CS 208 972

Sheed, Don

**VDTs as Potential Health Hazards: A Critical Analysis.**

Pub Date—Aug 85

Note—26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computers, \*Employer Attitudes, Employers, Federal Legislation, Media Research, \*Newspapers, \*Occupational Safety and Health, \*Radiation Effects, \*Technological Advancement  
Identifiers—American Newspaper Publishers Association, Employer Role, Gatekeeper Role, Newspaper Guild, \*Video Display Terminals

Almost from the introduction of the new technology into newsrooms, the video display terminal (VDT) has raised health concerns. Ironically, the newspaper industry—which ordinarily would be at the forefront, acting as a watchdog over worker health and safety concerns—has initiated little news coverage of the VDT radiation issue. The Newspaper Guild and other employee organizations have mounted campaigns to ensure VDT regulation, while the American Newspaper Publishers Association and state and national press associations think education is better than legislation. Both sides, however, engage in misinformation campaigns that only serve to make more confusing the contradictory scientific evidence concerning VDT radiation hazards. By exercising their roles as "media gatekeepers," publishers may be guilty of subordinating the public interest to their private interests, since the VDT is an efficient, cost saving tool in the newsroom. (HTH)

ED 257 122

CS 208 973

Olasky, Marvin N.

**The Agenda-Setting of Ivy Lee.**

Pub Date—Aug 85

Note—24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Speeches/Meeting Papers (150) — Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Economics, \*Journalism, Newspapers, \*Public Relations

Identifiers—\*Agenda Setting, Journalism History, \*Lee (Ivy)

Journalism historians in recent years have made good use of agenda-setting theory in research, but there has been one drawback: in concentrating on the political and economic views of publishers, editors, and reporters, the agendas of those working behind the scenes, the public relations men and women have been overlooked. The public relations agenda was particularly important in the 1920s, when it was estimated that over half of all stories in the "New York Times" and other major newspapers originated in public relations offices. Ivy Lee, the "father of modern public relations," had an agenda that can best be understood through an analysis of his economic and theological beliefs in an early twentieth-century context. Lee was one of the first public relations practitioners to oppose competitive enterprise and espouse alliances of large corporations with each other and the federal government. He combined sophisticated economics with "situational ethics" developed through assimilation of popularized Darwinian theory and Freudian thought. Lee's belief concerning economics and theology allowed him to conceal his major objectives with almost total assurance that he was working for a greater good. This helps to explain why Lee had such great success in dealing with the press: He was seen as a proponent of the economics of the future, and his liberalism proved influential. (Author/DF)

ED 257 123

CS 208 988

Language Arts Guide K-8.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

Pub Date—84

Note—187p.; For the Language Arts Guide 9-12, see CS 208 989.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Checklists, Elementary Education, English Curriculum, \*Evaluation Methods, \*Integrated Activities, \*Integrated Curriculum, \*Language Arts, Reading Comprehension, Reading

Readiness, \*Reading Skills, Silent Reading, Student Evaluation, Study Skills, Teacher Evaluation, Teacher Role, Vocabulary Development, Word Recognition, \*Writing Skills

Intended for use by curriculum specialists, administrators, resource teachers, classroom teachers, and teachers of special reading programs, this language arts guide for kindergarten through grade eight offers objectives and activities for integrating the language arts. The guide follows a general format, making it adaptable to any situation, and covers the following skill areas: (1) readiness, (2) word recognition, (3) comprehension, (4) functional reading skills, (5) study skills, (6) imagining, (7) describing, (8) telling, (9) explaining, (10) persuading, (11) researching, (12) interpreting, and (13) social interacting. The numerous appendixes include a list of instructional resources and instruments for evaluating vocabulary skills, learning centers, silent reading performance, and the learning environment; standards for basic skills writing programs; and, for effective oral communication programs, a learning style indicator. (HOD)

ED 257 124

CS 208 989

Language Arts Guide 9-12.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

Pub Date—84

Note—150p.; For the Language Arts Guide K-8, see CS 208 988.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Check Lists, \*Evaluation Methods, \*Integrated Activities, \*Integrated Curriculum, \*Language Arts, Reading Comprehension, \*Reading Skills, Secondary Education, Student Evaluation, Study Skills, Teacher Evaluation, Teacher Role, Vocabulary Development, \*Writing Skills

Intended for use by curriculum specialists, administrators, resource teachers, classroom teachers, and teachers of special reading programs, this guide for language arts in grades 9 through 12 offers general suggestions and specific activities for integrating the language arts. Skill areas covered include (1) imagining, (2) describing, (3) telling, (4) explaining, (5) persuading, (6) researching, (7) interpreting, (8) social interacting, (9) reading comprehension, (10) content area reading, (11) vocabulary development, (12) assessing print material, (13) functional reading skills, and (14) study skills. The numerous appendixes include a list of basic skills test reading indicators, a learning environment checklist, a silent reading checklist, a readability graph, directions for preparing a cloze procedure, standards for basic skills writing programs, standards for effective oral communication programs, guidelines for minimal speaking and listening competencies, eighth grade criteria referenced test objectives in reading, a list of essential skills in language arts for Georgia schools, and a self-evaluation checklist for classroom teachers. (HOD)

ED 257 125

CS 208 991

Martindale, Carolyn

**Newspaper Coverage of Racial Injustices.**

Pub Date—5 Aug 85

Note—19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985). For a related document, see CS 208 993.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blacks, \*Civil Rights, \*Content Analysis, Journalism, Mass Media Effects, Media Research, \*Newspapers, \*News Reporting, Public Opinion, Racial Attitudes, Racial Bias, Racial Discrimination, Racial Factors, Social Action, \*Social Bias, \*Social Change, United States History

Identifiers—Media Role

Noting that the press was criticized during the 1960s for failing to convey to white readers the problems and injustices experienced by black Americans, a study analyzed the nature and amount of civil rights coverage in five newspapers from 1963 through 1980. News coverage concerning blacks was examined in 66 issues from four major newspapers in different geographical areas of the country: the "New York Times," "Atlanta Constitution," "Boston Globe," and the "Chicago Tribune." The Youngstown (Ohio) "Vindicator," a medium-sized paper, was also studied for contrast. Each newspaper's coverage of black problems as a percentage of total coverage of black Americans was recorded. The results showed that the papers ignored problems experienced by black Americans in the issues sampled from the early 1950s; increased their problem coverage in the 1960s; and provided a great deal more coverage in the 1970s. News coverage from the 1950s, however, indicated the existence of severe injustices that could have been explored, and in the 1960s news coverage focused exclusively on racial discrimination in the South. During all three periods the papers failed to explore the ghetto residents' grievances. Finally, much of the 1960s problem coverage concerned the difficulties of local blacks, but this local emphasis decreased sharply in the 1970s. (HTH)

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ED 257 126

CS 208 993

Martindale, Carolyn

**Covering Causes of Social Upheaval.**

Pub Date—Aug 85

Note—17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985). For a related document, see CS 208 991.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black History, Blacks, \*Civil Rights, \*Content Analysis, History, Journalism, Mass Media Effects, Media Research, \*Newspapers, \*News Reporting, Public Opinion, Racial Attitudes, Racial Bias, Racial Factors, Social Action, \*Social Bias, \*Social Change

Identifiers—\*Media Role

Noting that not much research has addressed critics' observations that the press devotes little attention to the underlying causes of social protest and upheaval, a study was conducted to examine five newspapers' coverage of civil rights protests—and their causes—during the 1960s. Four leading newspapers from different geographical areas—the "New York Times," the "Atlanta Constitution," the "Boston Globe," and the "Chicago Tribune"—were selected as representative of resource-rich and influential newspapers. The Youngstown (Ohio) "Vindicator," was also selected, partly to obtain a contrast to the larger papers and partly to ascertain the nature of causes coverage in a paper that relied on wire services rather than its own reporters. Items concerning black Americans' protests in 66 issues of each newspaper from 1950 to 1980 were studied. The portion of each item focusing on reasons for the protest was measured in column inches. The results indicated that during the 1960s, the period when they ran the largest amount of coverage of black protests, the papers gave explanation of the causes of the protests the smallest amount of space—an average of only 5%. For issues in the 1970s, most newspapers studied gave a much higher percentage of their protest coverage to explanation of the causes. The study supported the criticisms that the press had failed to provide much explanation of the causes of the protests in the 1960s. (HTH)

ED 257 127

CS 208 994

Stander, Aaron C.

**Evaluating the Effects of the Oakland Writing Project on Teacher Behaviors and Attitudes: A Preliminary Study.**

Pub Date—23 Mar 85

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Program Effectiveness, \*Program Evaluation, \*Teacher Effectiveness, \*Teacher Evaluation, \*Teacher Improvement, \*Writing Improvement, \*Writing Instruction, Writing Research

Identifiers—National Writing Project, \*Oakland Writing Project MI, \*Writing Programs

The Oakland County School District in Michigan is in its fourth year of sponsoring the Oakland Writing Project. Research concerning whether the activities are having a positive influence on instruction and whether students are writing better as a result of the project has been, for the most part, informal but important. Project participants have been asked to provide written evaluations of every aspect of the project. The information gathered from these written evaluations, as well as from discussions and in-



formal conversations, has helped to improve the program. Ninety questionnaires were sent to everyone who participated in the Oakland Writing Project and the Macomb Writing Project over the last three years; forty were returned. Among the reported findings are: (1) Forty-two percent of the teachers said that they had started using response groups for peer editing and evaluation; (2) Almost half of the participants reported they had shared with their colleagues ideas learned from the project; (3) Thirteen were now members of their districts' writing committees; and (4) Seventeen have conducted inservices in their own buildings. Comments show that participating in the writing project has had a positive effect on students' writing. (DF)

ED 257 128 CS 208 996  
Shoemaker, Pamela J.

All the Deviance That's Fit to Print: Newsworthiness and Social Change.

Pub Date—Aug 85

Note—33p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Journalism, \*Mass Media, \*News Media, \*News Reporting, Newswriting, Norms, \*Social Change, Social Values

Identifiers—\*Deviance

This study examines the relationship between deviance and newsworthiness. A general explanation of deviance and definitions for five types of deviance—statistical, pathological, normative, labeling, and self-conception—are provided in the first sections of this paper. Next, the relationship between deviance and communication is explored, as are four approaches to communication: (1) content as function of media routines, (2) content as influenced by journalists' socialization and attitudes, (3) content as resulting from social and institutional forces, and (4) content as a function of ideological position. Major indicators of newsworthiness—such as novelty, conflict, sensationalism, and prominence—are also discussed, as well as other criteria, including timeliness, proximity, importance, and interest. A theoretical explanation for the relationship between deviance and newsworthiness is then provided. The summary points out that half of what is newsworthy can be interpreted as being deviant and that to the extent that deviant people and events bring about the opportunity for change, publicizing deviance is a prerequisite for controlling the direction and extent of social change. (DF)

ED 257 129 CS 208 998

Towers, Wayne M.

A Replication and Reduction Approach to Week-day and Sunday Newspaper Readership and Some Uses and Gratifications.

Pub Date—Aug 85

Note—20p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Media Research, \*Newspapers, \*Reading Habits, \*Reading Interests

Identifiers—Newspaper Subscriptions, \*Readership Analysis, \*Uses and Gratifications Research

In direct replication of a previous study investigating newspaper readership and uses-and-gratifications statements, this study interviewed a parallel random sample from the same market as the initial study using the same questions. A telephone survey of 557 adults was conducted by trained undergraduates enrolled in an advanced research methods class, and each completed interview was verified through a second telephone call from different students in another course. Results suggested that newspaper subscribers were concerned with getting immediate knowledge of big news events from both week-day and Sunday papers, and that nonreaders of Sunday papers tended to regard newspapers as a way to pass time that was occasionally useful if a particular occurrence was of interest to them. Statistical analysis of the original study revealed that three expected explanations of newspaper readers could be reduced to two groups of variables: (1) informational variables that combined surveillance of and participation in the surrounding world, and (2) a grouping that stressed diversion away from

that world. Uses-and-gratifications research is not the single perspective that explains newspaper readership. However, the study highlighted the importance of classical replications as a way of evaluating and refining research insights. (Tables include questions asked in interviews and statistical data.) (DF)

ED 257 130 CS 208 999

Drew, Dan G. Grimes, Thomas

The Effect of Audio-Visual Redundancy on Audio and Video Recall in Television News.

Pub Date—Aug 85

Note—17p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiovisual Aids, Communication Research, \*Learning Processes, \*Listening Comprehension, News Media, \*Recall (Psychology), \*Redundancy, Retention (Psychology), Television Research, \*Television Viewing, \*Visual Learning

A study was conducted to explore the process of learning from television news and the relationship between audio and visual channels. The subjects, 82 undergraduate journalism majors enrolled in five newswriting classes, were randomly assigned to experimental conditions. Newscasts were recorded from evening newscasts aired by networks, and scripts were written in typical broadcast style. Video was edited to the audio to produce the strongest possible match between two channels. In one condition (high redundancy) all stories had redundant audio and video. In the second newscast (medium redundancy) half of the stories were covered by video that did not match the audio. The third condition (low redundancy) had video that did not match the audio in any of the stories. Two other conditions were created to provide baseline measures for single-channel recall. The audio from the high redundancy condition was played to one group and the video from the high redundancy condition was shown to another. Resulting data showed that close coordination between audio and video improved audio recall of television news stories and that redundancy aided story understanding and audio information recall. (DF)

ED 257 131 CS 209 004

Culbertson, Hugh M.

Public Relations Practitioner Roles—Their Meanings for Educators.

Pub Date—5 Aug 85

Note—38p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Skills, Decision Making, Higher Education, \*Job Analysis, \*Job Training, \*Journalism Education, Mass Media, \*Media Research, Problem Solving, \*Public Relations, Questionnaires, \*Role Perception, Role Theory

In early 1983, a questionnaire was sent to members of the Public Relations Division of the Association for Education in Journalism and Mass Communication to determine whether they perceived the role of public relations practitioners to be one of four types: expert prescriber, communication technician, communication facilitator, or problem solving process facilitator. Responses indicated that, overall, the communication-technician role, with a focus on writing and producing messages, stood out as quite distinct from other roles. However, the dominant role-orientation factor, called "decision-making," combined elements from the roles of problem solving process facilitation, communication process facilitation, and expert prescriber. Some communication-technician-oriented educators appeared to stress the physical production of messages, while others focused on writing, planning and media relations broadly defined. Overall, educators showed a strong felt need to train generalists for public relations careers. (HOD)

ED 257 132 CS 209 008

Buddenbaum, Judith M.

Source Dependence and Story Production: A Comparison of Religion News Coverage by Specialists and Non-specialists at Three Newspapers.

Pub Date—Aug 85

Note—26p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Information Sources, Journalism, \*Media Research, \*Newspapers, \*News Reporting, \*Religion, Social Change

A study was conducted to compare the news reporting of religion specialists and nonspecialists at three major metropolitan newspapers. Representing different news policies and structural constraints, 1,164 religion news items from the "New York Times," "Minneapolis Star," and the "Richmond (Virginia) Times-Dispatch" were content analyzed from June through August 1981. The results indicated consistent differences between the work of the two groups of journalists. As predicted, the specialists obtained most of their news information from religious sources, while the nonspecialists more often relied on secular sources. Although the two groups of journalists produced similar proportions of multiple-source stories, the religion specialists used those sources to provide several religious perspectives on an issue or event. The nonspecialists more often focused on the secular viewpoint, giving just enough information from a single religious source to give a religious angle to the article. The religion specialists at all the newspapers produced stories emphasizing change and cooperation more often than did the nonspecialists. Religion writers at each of the newspapers reported primarily on conflict within the religious community while the nonspecialists provided most of the coverage of conflict between religion and society. (HTH)

ED 257 133 CS 209 009

Buddenbaum, Judith M.

What Is Religion News? An Analysis of Stories by Religion Writers at Three Newspapers.

Pub Date—Aug 85

Note—28p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Content Analysis, \*Media Research, \*Newspapers, News Reporting, \*Religion, Trend Analysis

Identifiers—Audience Awareness, Editorial Policy, \*Religion News

A study was conducted to analyze religion news coverage in three metropolitan newspapers. While no formal hypothesis was tested, it was thought that coverage would reflect the general news policy at each particular paper to the extent that the religious beat has lost its stigma as a second-class beat. Twenty-eight religious stories from the "New York Times," 141 from the "Minneapolis Star," and 165 from the "Richmond Times-Dispatch" appearing in issues from June through August 1981, were content-analyzed. When all the stories had been coded, a list of stories from each newspaper was prepared. From those lists, a random sample of 26 stories was selected and each was recorded. Each of the three newspapers followed a distinctive news style intended to attract and meet the needs of its particular audience. The analysis of results indicated that religious news was not treated significantly different from other kinds of news during the study period, and that religious stories seemed to match their respective papers' general news format. The study found that there were similarities in the religion news coverage of these three papers, consistent with previous studies suggesting that religious stories are longer, broader in scope, and more issue-oriented than they once were. The data also suggest that both differences among papers and among previous research findings are more likely explained by the news philosophy of a particular paper and its structural constraints than by any preconceived assumptions about the nature of religious news. (HTH)

ED 257 134 CS 209 013

Klassen, Teresa C. Johnson, Owen V.

The Sharpening of "The Blade," 1892-1897: A Black Newspaper and Black Consciousness.

Pub Date—Aug 85

Note—25p; Paper presented at the Annual Meeting of the Association for Education in Journalism

and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Historical Materials (060)

EDRS Price—MF01/PC01 Plus Postage.  
Descriptors—Black Achievement, Black Community, Black Culture, \*Black History, \*Content Analysis, \*Journalism, Media Research, \*News-papers, Racial Relations, Social Change, \*Social Influences

Identifiers—\*Black Newspapers, \*Kansas (Parsons), Nineteenth Century

A qualitative examination was made of the black newspaper, "The Blade" in Parsons, Kansas, during two six-week periods: September 24-October 29, 1892, the first available issues of the paper, appearing just prior to national elections; and October 23-November 27, 1897, which included two weeks before and four weeks after local elections. The intent was to explain the marked changes that occurred between the periods and evaluate the newspaper's possible influence on the course of local events by considering the experience of the black community in Parsons before and after the 1890s. The analysis revealed that the early "Blade's" inside editorial and local news pages protested oppression and projected to blacks an image of themselves as participating members of society. But its clippings endorsed the status quo of American society, which perceived individual blacks as threatening and ignored the existence of a black community. The 1897 "Blade" lacked a sufficiently developed national communications network that in a more systematic way could have offered evidence to show that the increasing black consciousness and the white reaction against it were not simply local phenomena. (HOD)

ED 257 135 CS 504 826

U.S.-U.S.S.R. Debate: On the Road to Mutual Understanding.

Pub Date—82

Note—29p.

Pub Type—Reports—Descriptive (141)—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Conflict Resolution, \*Debate, Disarmament, Foreign Countries, \*Intercultural Communication, Intercultural Programs, Peace, Speech Communication, \*Travel

Identifiers—\*USSR

This report presents the thoughts and impressions of an American student who participated in a series of eight debates on U.S.-Soviet relations held in the Soviet Union. The first section of the paper is devoted to the purpose of and preparations for the debates, which focused on the topics of war and peace in the two societies' systems of values, and were held in Leningrad, Baku, Volgograd, Kiev, and Tartu. In the second section, details of the debates are discussed. The third portion of the paper provides accounts of tours of the cities of Leningrad, Volgograd, Baku, and Kiev. The paper concludes with reflections and opinions about the trip. (DF)

ED 257 136 CS 504 861

Crime and Violence in the Media. Hearing before the Subcommittee on Crime of the Committee on the Judiciary, House of Representatives, Ninety-Eighth Congress, First Session, Serial No. 83, Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

Pub Date—13 Apr 83

Note—309p; Document contains small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Behavioral Science Research, Crime, Federal Government, \*Hearings, Mass Media, \*Mass Media Effects, Psychological Patterns, Social Problems, \*Television, \*Television Research, Television Viewing, \*Violence

Identifiers—\*Audience Response, Committee on the Judiciary, House of Representatives, National Institute of Mental Health

Testimony from a senate subcommittee inquiry into the effects on society of crime and violence in the media and what role, if any, it may play in subsequent criminal activity is contained in these proceedings. The testimony presented focuses on recent reports on television and related issues—in particular, a 1982 study published by the National Institute of Mental Health (NIMH), to the effect

that many heavy viewers are influenced toward aggressive behavior and others are influenced toward fear and apprehension or other behaviors more subtle than aggression. The proceedings contain transcripts of oral testimony as well as related written materials from the following speakers: Daniel Shorr, senior correspondent of the Cable News Network; David Pearl, chief of the Behavioral Sciences Research Branch, NIMH; Thomas Cook, professor of psychology at Northwestern University; Linda Lichter, of the graduate program in science, technology, and public policy at George Washington University; Leonard Bron, professor of psychology and research professor of the social sciences at the University of Illinois at Chicago; Ronald Millavsky, vice-president of news and social research of NBC; Alan Wurtzel, director of news, developmental, and social research of ABC; and Philip Harding, director of special projects research of the CBS/Broadcast Group. Additional materials included with the testimony include letters from George Gerbner, professor of communications at the University of Pennsylvania; John P. Murray, director of youth and family policy at Boys Town; and David Pearl; as well as copies of a newspaper column by Daniel Shorr and a report on television and behavior prepared by NIMH. (HTH)

ED 257 137 CS 504 873

Fadely, Dean Greene, Ronald W.

Pulpit Responses to Contemporary Issues: The On-Going Rhetoric of Dr. Martin Luther King.

Pub Date—Sep 84

Note—13p; Paper presented at the Annual Meeting of the Carolinas Speech Communication Association (Clemson, SC, September 28-29, 1984).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Civil Rights, Discourse Analysis, Language Styles, \*Moral Issues, \*Persuasive Discourse, Public Speaking, \*Rhetoric, Rhetorical Criticism, Social Problems, Speech Communication, \*Speeches, \*Speech Skills, \*Values

Identifiers—\*King (Martin Luther Jr)

Many theoreticians have indicated that a major task of the nonpresumptive rhetor is to gain presumption, thereby shifting the burden of proof to the opposition. Rhetorically, Martin Luther King, Jr., sought to effect this shift in the burden of proof through the use of hierarchies of values. At the top of his value system was the love of God. The next level was the love between humans. A set of morals, established from this love, were then utilized as the criteria for defining justice, and justice was the authority for law. Most of King's rhetoric attempted to take advantage of the fact that a religious hierarchy of values was predominant in the minds of most Americans. Another characteristic of King's rhetoric was the initiation of a proposition with a fact or truth, mediated with a transitional metaphor, and argued from a value stance. Not only did the rhetoric of Martin Luther King, Jr., address a myriad of propositions of fact, value, and policy, but it was also directed toward a heterogeneous society. Through his words and actions King shifted the burden of proof onto those who opposed racial equality. In the last analysis this may have been the most pronounced effect of his rhetoric. (HOD)

ED 257 138 CS 504 881

McConnell, Robert

A Theory of Comedy: Comparisons between British and American Comedy in the Broadcast Media.

Pub Date—Feb 85

Note—31p; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Broadcast Television, \*Cartoons, \*Comedy, Comparative Analysis, Cultural Influences, Foreign Countries, \*Humor, Literary Devices, \*Radio, Speech Communication, \*Theories

Identifiers—Great Britain, Illusions, \*Reality, United States

A theory explaining the essential nature of comedy is explored in this paper. The first part of the paper posits the theory that comedy is a relatively harmless divergence from an expected norm or outcome, and discusses the following elements of the theory: (1) the divergence from reality, (2) the notion of expectation that includes the entire view of reality, (3) the expected outcome or norm in which is embedded the "expecter's" view of reality, and

(4) the relative harmlessness of the divergence, a harmlessness that may make the difference between comedy and tragedy. Examples illustrating each of these elements—selected from familiar comedic areas such as silent film comedy, the Marx brothers, and "Roadrunner" cartoons—are included. The second part of the paper tests this divergence theory and uses it as a structure for comparison of British and American broadcast comedy. The discussion of British comedy divides comedic data into the following categories: appearance versus reality, understatement, historical/mythological themes, and puns and double entendres. Examples taken from two radio programs that were popular in Britain during the 1950s and 1960s are included to illustrate these categories. The discussion of American broadcast comedy examines historical themes, puns and double entendres, and appearance versus reality. Illustrative examples from "Saturday Night Live" and "The Tonight Show" television programs are included. (Author/HTH)

ED 257 139 CS 504 885

Goffile, Harvey

A Critical Analysis of Paid-For Communications in the 1984 U.S. Senatorial Campaign in Michigan.

Pub Date—Apr 85

Note—17p; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Advertising, Audience Analysis, Federal Government, \*Legislators, \*Mass Media Effects, \*Politics, Propaganda, Publicity, Public Opinion, Television, \*Television Commercials

Identifiers—\*Political Advertising, \*Political Campaigns, Political Candidates

In recent years, television spot advertising has become an important part of political campaigns because it allows candidates to select the most favorable content, medium, time, and audience available to them. In the 1984 United States Senate campaign in Michigan, both the incumbent, Democrat Carl Levin, and the challenger, Republican Jack Loumsa, ran political spots that attempted to present their own attributes favorably and to accent their opponent's weaknesses. Loumsa, because of a hotly contested Republican primary, was on the defensive and tried to erase his image of being an inexperienced outsider. Loumsa wavered until mid-October, when he became more direct and more effective. Levin was portrayed from the beginning as an experienced, effective leader. Because of this, he did win the 1984 election and a six-year term in Congress. (DF)

ED 257 140 CS 504 891

Beaucclair, Renee A.

The Computer as Communication Tool: The Case of Computer Facilitated Group Decision Making.

Pub Date—Apr 85

Note—19p; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), Communication Research, \*Computer Oriented Programs, Computer Software, \*Decision Making, \*Decision Making Skills, Group Dynamics, \*Research Needs, \*Research Problems, \*Social Support Groups, Speech Communication

Identifiers—\*Group Decision Support Systems

The computerized group decision making system has potential to become an important part of an organization, but the research done thus far in this area is unfocused, lacks rigor and a theoretical base, and disregards the communication component of the technology except on the most pragmatic, fundamental level. A review of the research makes clear a number of issues in group decision support systems (GDSS) that can be broken down into three categories: independent variables, dependent variables, and paradigm status. No research has yet been done to establish appropriate measures, operational definitions, and research variables. Although the issue of independent variables is briefly addressed in some studies, many of the same issues and variables appear in most of the studies. The dependent variables are rather nebulous and not very well defined. It is also difficult to discern a prevailing framework or paradigm for GDSS research. In the future, researchers should study

GDSS as a communication system in order to generate the best design for decision making strategies. Teachers will need to address the challenge to provide students with the skills they will need to cope with the computerized environment. (HOD)

**ED 257 141** CS 504 892

Cocetti, Robert A.  
Communication Style or Leadership: The Validation and Interpretation of an Instrument.

Pub Date—Apr 85

Note—28p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—\*Classroom Communication, \*Communication Research, Educational Theories, Factor Analysis, Interpersonal Relationship, \*Leadership Styles, \*Measurement Techniques, Speech Communication, Teacher Behavior, \*Teacher Effectiveness, Test Construction, \*Test Validity

Identifiers—\*Communicator Style

The instrument designed by Patricia Kearney to measure communication style was chosen for a study of validity and reliability for three reasons: (1) the format of the instrument appeared to be more descriptive than evaluative, (2) its theoretical foundations encouraged the viewpoint that there is no one best communication style, and (3) it was designed as a peer report. After being administered to four separate student populations and analyzed through the methods of factor analysis and regression analysis, the instrument was revised to reflect small group leadership theory. The final composite picture described by the instrument is that a successful teacher is one who is not rigid and who is high in responsiveness, general interpersonal skills or consideration, and assertiveness of initiating structure. In terms of small group leadership theory, such an interpretation of the instrument considers leadership to be a more useful metaphor for teaching than communication style. In addition, leadership stresses the interaction between leader and follower, a concept not strongly stressed in communication style research. (A copy of the instrument is appended.) (HOD)

**ED 257 142** CS 504 893

Coker, Ray A. Coker, Deborah A.  
Rationale and Recommendations for the Development of a Social Skills Treatment Program for Communication Apprehension in the Physically Disabled.

Pub Date—Feb 85

Note—39p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—\*Communication Apprehension, Communication Disorders, Communication Skills, \*Interpersonal Communication, \*Interpersonal Competence, Nonverbal Communication, \*Physical Disabilities, \*Social Development, \*Speech Communication, Verbal Communication

In exploring both the relationship between communication apprehension and physical disability and the impact these factors have on the interpersonal and social relationships of an individual, the need for an effective treatment program for communication apprehension in the physically disabled becomes apparent. While conditions leading to greater mobility and accessibility for physically handicapped persons improve, strategies for socially mainstreaming these individuals lag behind. Research has shown that either communication apprehension or a disability can cause debilitating communication and have negative social consequences. There is thus a need for social skills training for disabled individuals. While conditions leading to the ineffective communication situations of the visibly handicapped are extremely complex, a treatment program that includes training of verbal and nonverbal social skills would be extremely beneficial in developing overall confidence and communication competence in the physically disabled. The report also includes an 11-page list of references. (DF)

**ED 257 143** CS 504 895

Stewart, Robert

Strategies for Reducing Fear in Students of Public Speaking.

Pub Date—[83]

Note—10p.

Pub Type—Guides—Classroom—Teacher (052)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Attitude Change, \*Communication Apprehension, \*Course Content, Higher Education, \*Public Speaking, Speech Communication, \*Speech Instruction, Student Attitudes

Based on his own experiences with public speaking courses, the instructor of a speech communication course for adults brings students to the task of speaking in front of the room gradually to reduce speech anxiety or communication apprehension. During successive class sessions, students speak sitting in their seats, standing beside their seats, sitting at the instructor's desk, standing behind it, then standing in front of the class. The instructor also distributes a mimeographed page containing succinct information on various kinds of talks, suggested topics for speeches, instruction on the use of index cards, and techniques for relaxation. To help students with phrasing and tempo in their reading, instructions on oral intonation are presented on another worksheet. To eliminate nervous hand gestures, a demonstration or visual aid speech is assigned when students are ready to speak in front of the class. The chairs in the classroom are arranged in a circle, and the instructor introduces himself to the class by his first name only. Finally, students are given an opportunity to listen to their tape recorded voices and critique their own diction. (HTH)

**ED 257 144** CS 504 898

Vaughn, Mina A.  
Symbolism Exhibited in Discourse Produced for the Formal Socialization Process in High Technology Industry.

Pub Date—Feb 85

Note—32p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—\*Business, \*Communication Research, Discourse Analysis, \*Organizational Communication, \*Socialization, Speech Communication, \*Symbolic Language, Symbolism, \*Technological Advancement, \*Values

Identifiers—\*Symbolology

A descriptive, qualitative research design was used in a study that examined the formal socialization process in high technology organizations. The primary objective was to determine if organizations involved in high technology tended to exhibit similar symbolism in the discourse produced by management for the formal socialization process. Data were collected from personnel directors and from pamphlets and other publications that reflected the organizational ideology. Similarities that emerged as reflected in the themes, slogans, general vocabulary, and material symbols—consisted of five primary values: innovation, quality, teamwork, equality, and individualism. Of these, innovativeness and individualism appeared to be the primary values consistently and frequently associated with organizational claims expressing management's aspirations and stated beliefs about the organizations. Some differences also emerged. For example, some organizations appeared to use different symbols for socializing members, depending on the technological specialization of their products. Others were the result of factors unique to the particular organization being analyzed. (HOD)

**ED 257 145** CS 504 903

Roberts, Charles V.  
Preliminary Research Employing the Watson-Barker Listening Test: A Validation of the Instrument.

Pub Date—Mar 85

Note—14p.; Paper presented at the Meeting of the International Listening Association (Orlando, FL, March 14-16, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—College Students, \*Comparative Analysis, \*Educational Research, Higher Education, \*Listening Skills, Testing Problems, \*Test Validity

Identifiers—Receiver Apprehension Test, \*Watson Barker Listening Test

A study was conducted to further validate the "Watson-Barker Listening Test." The subjects, 120 students enrolled in basic speech courses, completed the Receiver Apprehension Test (RAT) and the Watson-Barker Listening Test: Form A. Statistical analysis of the results revealed a significant correlation between the RAT scores and both the long term memory and the total listening measures on the Watson-Barker test, but not between the RAT scores and the short term memory measure. The results only partially supported claims of validity for the Watson-Barker instrument. (HTH)

**ED 257 146** CS 504 906

Machalow, Robert  
The Soap Opera: A Crash Course for Educators.

Pub Date—[84]

Note—22p.

Pub Type—Guides—Classroom—Teacher (052)—Information Analyses (070)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Audience Analysis, Characterization, \*Content Analysis, Higher Education, Popular Culture, \*Programming (Broadcast), Stereotypes, \*Teaching Methods, \*Television, Television Research, \*Television Viewing

Identifiers—Audience Awareness, \*Soap Operas

Noting that daytime television serials have been used to teach a variety of subjects, including writing and language skills, this paper reviews literature on the nature of soap operas so that instructors can use them more effectively. Following an introduction citing studies on the educational uses of soap operas, the paper explores the following components of these serials: the audiences and their reasons for viewing soap operas, the basic plot structures, general demographics of characters, female characters, black characters, elderly characters, relationships between characters, and the use of time. The paper concludes with a 7 page bibliography of books and articles dealing with soap operas and education. (HTH)

**ED 257 147** CS 504 907

Jones, Charlotte M.  
Practical Applications of Multicultural Communication Theory in the Classroom Setting.

Pub Date—Feb 85

Note—26p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—\*Cross Cultural Training, \*Cultural Awareness, Cultural Influences, Cultural Traits, \*Educational Research, Elementary Education, \*Intercultural Communication, \*Multicultural Education, Program Content, Teacher Attitudes, Teacher Student Relationship

Research has documented that students display culture-specific differences when interacting in multicultural classroom settings. Considering the possible misinterpretations and difficulties for both foreign students and instructors in United States institutions, it can be argued that instructors should be made aware of these differences and strategies for bridging potential intercultural gaps. A study was conducted to investigate the practical applications of multicultural education conceptualizations in an urban area with several cultures. It found that out of 27 elementary school districts, only one has a specialized department created specifically for disseminating multicultural education information. The study also revealed that several other districts were aware of the importance of cultural differences but did not have funding available to train teachers effectively in this area. With the increasing influx of immigrants to the sample area, the results suggest that increased public awareness is needed to gain funding for creating new training programs and to further develop existing training facilities. (A description of the specific training process and content of the existing multicultural education program are included.) (Author/HTH)

**ED 257 148** CS 504 909

Gottliffe, Harvey  
The Relationship between Audience Preferences and Israeli General Television Programming, the Early Years: 1968-1973.

Pub Date—[79]

Note—29p.

Pub Type—Historical Materials (060)—Reports—Descriptive (141)

**EDRS Price—MF01/PC02 Plus Postage.**



Descriptors—Audiences, Broadcast Television, Foreign Countries, \*Programming (Broadcast), Television, Television Research, \*Television Viewing Identifiers—\*Audience Response, \*Israel

Organized in nine sections, this paper traces the development of Israeli television since 1968, the year when television was first presented to a night-time viewing public, and examines the programs preferred by the Israeli public. The paper focuses on the growth of interest in TV; television viewing and the ongoing surveys; an internal analysis of TV programming, 1968-1973; audience preferences and interest; television programming and the lowest common denominator; foreign entertainment programming; and program preference by default. The paper concludes that the combination of the Israeli audience's hunger for any kind of programming and the limitations of a single channel would have artificially boosted the ratings of whatever program appeared; that for some of the acquired programs which drew lower ratings, the results could be attributed to the plot, characters, content, or a poor time slot placement; and that with no absolute consistency of audience reactions, it was a difficult matter for those in TV to select, present, and maintain a program schedule which would satisfy a majority of the television audience. (DF)

ED 257 149 CS 504 911

Keune, Reinhard

An International Information Order? A Short Survey on the History and the Present State of a Challenging Concept. Communication Manual. Friedrich Ebert Foundation, Bonn (West Germany).

Pub Date—84

Note—29p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communications, \*Information Networks, \*Intercultural Communication, \*International Cooperation, \*International Organizations, \*International Programs, Propaganda Identifiers—UNESCO

The issue of a world-wide information order is the focus of this paper, which outlines the history, status, perspective, and consequences of the NIICO (International Information and Communication Order) debate. The first section explains the concerns and events that led to a unanimously passed resolution by UNESCO calling for a new order for the information systems of the world. The second section, "The Principles: NIICO as Regulator," presents the major elements and demands of NIICO. In the third section, "History of the Concept: Free Flow versus Propaganda," four topics are discussed: the free flow of communication, the right to communicate, a new order, and the report of the McBride Commission and the establishment of the International Program for Development of Communication. The fourth section, "Consequences and Perspectives," focuses on the third world: the NIICO begins at home; the west: words or deeds; new media: new conflicts? and the next challenge: transborder data flow. The last section, "The Literature Section," lists documents and publications in the "news exchange" sector, documents and publications in the NIICO sector, and institutions. (DF)

ED 257 150 CS 504 912

Keune, Reinhard, Ed.

Confrontation or Cooperation? Africa's Role in the North-South Dialogue on Communication. Second Edition.

Friedrich Ebert Foundation, Bonn (West Germany).

Pub Date—83

Note—49p; Summary report on the Nairobi Conference organized by the Friedrich-Ebert-Stiftung and the Kenyan Ministry of Information and Broadcasting, December 1-3, 1982.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communication (Thought Transfer), \*Communications, Foreign Countries, \*International Programs, Social Problems, Speech Communication, Technological Advancement, World Affairs

Identifiers—\*Africa

A background paper sent to the participants of the Nairobi Conference inviting them to take part in a brainstorming on "Africa's Role in the North-South Dialogue on Communication" introduces this booklet. It is comprised of four articles, "Intensifying the Dialogue," which summarizes the proceedings and recommendations; "A Responsibility for Develop-

ment," the keynote address; "Social Groups Demand a Fair Share"; and "Communication Training in Africa." The conference agenda and a report on The Friedrich-Ebert Stiftung—a political foundation—and its communication activities are also included. (DF)

ED 257 151 CS 504 913

Seminar on the Role of Communication in the Euro-Arab Dialogue, Cairo, December 18-21, 1983.

Friedrich Ebert Foundation, Bonn (West Germany).

Pub Date—Dec 83

Note—75p.

Pub Type—Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Communication (Thought Transfer), \*Communications, Foreign Countries, \*International Relations, \*Mass Media Identifiers—\*Arab States, Egypt, \*Europe, Information Flow, Media Role, Middle East, New World Information Order, West Germany

Presented in this booklet are descriptions of the sessions at a seminar on the role of communication in European-Arab relations, organized by the German Friedrich Ebert Foundation in collaboration with the Ministry of Information of Egypt. Following an introduction and a list of items on the seminar agenda, the booklet describes the opening ceremony. The six sessions are then described as follows: (1) progress or provocation by the New World Information Order; (2) the history and future of the Middle East News Agency; (3) radio; (4) television, and the role of regional and television organizations research, documentation, and training; (5) alternative communication channels, and development of a national Arab communication policy; and (6) open discussion. The booklet concludes with highlights of the discussions and recommendations and a list of seminar participants. (HTH)

ED 257 152 CS 504 920

Hellweg, Susan A.

The Relationship of Imposed Format Structures and Emergent Candidate Verbal Behaviors: A Comparison of the 1984 Primary and General Election Debates.

Pub Date—Nov 84

Note—29p; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior, Communication Research, \*Debate, Elections, Political Issues, \*Public Speaking, Speech Communication

Identifiers—\*Debate Format, \*Presidential Campaigns, Presidential Candidates

A study was conducted to provide a comparative analysis of the 1984 presidential primary and general election debates, specifically in terms of the formats imposed upon them and the emergent candidate verbal behaviors. Ten Democratic nationally televised primary debates and three bipartisan nationally televised General Election debates were examined, both in terms of their own characteristics and in light of similar debates from past presidential campaigns. The ten Democratic primary debates were the Harvard University Nuclear Arms Control Debate, the Dartmouth College Debate, the Iowa Farm Policy Debate, the Second Iowa Debate, the New Hampshire Debate, the Atlanta Debate, the Columbia University Debate, the Pittsburgh Debate, the Dallas-Fort Worth Debate, and the California Debate. The three bipartisan debates were the Louisville Presidential Debate, the Philadelphia Vice-Presidential Debate, and the Kansas City Presidential Debate. Results make it difficult to determine which debate format—informal or formal—used in either the primaries or the general election debates best showcased candidates' viewpoints. The debates did, however, provide evidence as to the potential for a wide variety of debate formats. (DF)

ED 257 153 CS 504 924

Elvins, Jane P.

Communication in Quality Circles: Members' Perceptions of Their Participation and Its Effects on Related Organizational Communication Variables.

Pub Date—May 85

Note—30p; Paper presented at the Annual Meeting of the International Communication Associa-

tion (35th, Honolulu, HI, May 23-27, 1985). Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communication Research, \*Employer Employee Relationship, \*Group Dynamics, Influences, Interpersonal Communication, Labor Relations, \*Occupational Surveys, \*Organizational Communication, \*Power Structure Identifiers—\*Quality Circles

A survey was conducted of 102 active quality circle members drawn from five organizations to determine how quality circle participation affected communication, as perceived by members themselves. The survey consisted of two parts. The first part contained ten open-ended questions inquiring about the respondent's personal experience in quality circles. The second part of the survey consisted of the communication portion of Likert's Profile of Organizational Characteristics. Follow-up interviews with 24 survey respondents provided secondary data. Analysis of the data revealed that quality circle participation had positive effects on perceived individual power/influence, communication with superiors, subordinates, and to some degree, with peers. Most respondents viewed their organization as either consultative or benevolent authoritative. Among the areas of organizational communication not affected by quality circle participation were opportunities for advancement, belong/acceptance by others, and tangible rewards. (An extensive bibliography is included.) (HOD)

ED 257 154 CS 504 929

Husband, Robert L. Helmer, James E.

Building a Context of Experience: Communication Audits to Teach Communication Concepts.

Pub Date—Nov 84

Note—31p; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Business Communication, Communication (Thought Transfer), \*Communication Problems, \*Communication Research, Communication Skills, Curriculum Design, Higher Education, \*Organizational Communication, Speech Curriculum

Identifiers—\*Communication Audits

The research audit is an effective means for providing undergraduate students with relevant organizational experience through which they can integrate theory and practice. A course was designed to teach students to apply basic concepts in the field of organizational communication to "real life" communication problems in organizations. The objectives included increasing student knowledge of organizational operation; organizational communication; the identification, analysis, and solution of organizational communication problems; career preparation; and the development of practical research skills. The course used three teaching methods—lecture/discussion, case studies/role plays/group exercises, and the communication audit, and two types of evaluation: an informal assessment based on student comments and a brief questionnaire administered to all students. The communication audit was found to contribute significantly more to student achievement by sending students into places of business and other organizational settings. Before using the audit for classroom use, instructors need to consider a number of issues, including the selection of organizations, grouping students, maintaining a working relationship with the organizations, research methods, and scheduling. A copy of the communication audit survey is appended. (EL)

ED 257 155 CS 504 930

Walker, James R.

Patterns of Mass Media Exposure among Seventh Graders.

Pub Date—Apr 85

Note—71p; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Demography, Grade 7, Junior High Schools, \*Mass Media, \*Media Research, Newspapers, \*Student Attitudes, Television, Television Viewing Identifiers—\*Media Use

In a study to identify types of mass media consumers, a Q-type factor analysis was run on respondent exposure to 90 categories of content within seven mass media (television, radio, recordings, motion pictures, newspapers, magazines, and books). The respondents were 116 seventh graders in Waterloo, Iowa, who were asked to keep daily diaries of their mass media exposure for a week, and who completed questionnaires to obtain demographic information and additional information about exposure to books and motion pictures. The analysis of exposure to the 90 categories of mass media identified the following types: female readers, male newspaper readers, male TV watchers, female newspaper readers, upscale country, general TV watchers, male movie goers, and nonnews readers. Using demographic variables as independent variables, regression analyses were performed to identify the strongest predictors of the mass media content factors produced by the Q-type factor analysis. Sex was the most frequent predictor. (Appendixes include a sample daily mass media diary and questionnaire, researcher coded mass media content, and tables of means, standard deviations, and number of respondents for all variables.) (DF)

ED 257 156 CS 504 931

Elementary Drama Curriculum Guide.  
Alberta Dept. of Education, Edmonton.  
Pub Date—85  
Note—352p.; Parts of this manual are printed on colored paper.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC15 Plus Postage.

Descriptors—\*Class Activities, Course Descriptions, \*Creative Dramatics, Curriculum Guides, \*Drama, Elementary Education, Foreign Countries, Language Arts, Skits, \*Teaching Methods

Intended for elementary school teachers, this curriculum guide intends to (1) show that drama is a unique body of knowledge with a definite place in the curriculum; (2) demonstrate the use of drama as an effective teaching tool; (3) alleviate fears teachers have about introducing drama and provide experienced teachers with further rationale, sequential development of skills, and appropriate resources; and (4) clarify the child's role and the teacher's role from the perspective of the continuum of child growth in drama. Chapter one discusses the drama philosophy, goals, and objectives, the continuum of child growth in drama, and teacher resource texts. Chapter two deals with physical, intellectual, emotional, and social characteristics of the child, along with implications for the teacher and examples of how to use those characteristics in drama. Chapter three focuses on organizing the instruction and includes separate sections on the function of the teacher and the child in drama, followed by an explanation of the functions, program plans for teaching drama, and a suggested dramatic form sequence. Chapter four covers skills, concepts, and resources, and includes the following dramatic forms of expression: dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking, and group drama. Chapter five contains a general evaluation of goals and a presentation of methods of evaluation. Chapter six contains information about facilities, equipment, and safety precautions. (EL)

ED 257 157 CS 504 932

Wilson, Gerald L. Goodall, H. Lloyd, Jr.  
The Performance Appraisal Interview: A Review of the Literature with Implications for Communication Research.

Pub Date—Apr 85  
Note—21p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).  
Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—\*Communication Research, \*Employer Employee Relationship, Interpersonal Relationship, \*Interviews, Job Performance, Labor Relations, \*Literature Reviews, \*Organizational Communication, \*Performance Factors, Personnel Evaluation, \*Research Needs

Identifiers—\*Performance Appraisal Interviews

A performance appraisal interview is a primary and important context for the supervisor and employee to work together to achieve superior performance. A survey of the research literature reveals that the appraisal interview functions to provide feedback on performance, to counsel and provide

help, to discover what the employee is thinking, to teach the employee to problem solve, to help the employee discover ways to improve, to set performance goals, and to discuss compensation. In addition, the literature reveals three reasons that determine frequency of interview: the nature of the goal of the interview, the kind of position the employee has in the organization, and the characteristics of the employee's performance. Research on climate is centered on praise, criticism and the superior-subordinate relationship, while that on employee involvement in the performance appraisal process is divided into preparation and actual participation in the interview, including goal setting. Future research in this area should investigate employee development, credibility and interviewer style, evaluation and climate, and rhetorical strategies of the interviewee. (HOD)

ED 257 158 CS 504 933

Wagner, David L. Fraleigh, Douglas  
ERIC First Analysis: Water Resources; 1985-86  
National High School Debate Resolutions.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85  
Contract—400-83-0025

Note—89p.

Available from—Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 (\$5.00, 10% discount for 10-49 copies, 20% discount for 50 or more copies).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Debate, Drinking Water, High Schools, Resource Materials, Social Problems, Speech Communication, \*Water Quality, \*Water Resources

Identifiers—Debate Tournaments, \*National High School Debate Resolutions

Designed to serve as a framework from which high school debate students, coaches, and judges can evaluate the issues, arguments and evidence present in the availability and quality of water resources in the United States, this booklet provides guidelines for research on the 1985-86 debate resolutions selected by the National Federation of State High School Associations. Following the presentation of the problem area and the three debate resolutions, the booklet's four chapters discuss (1) getting started, a review of useful information on researching the topic of water resources; (2) an overview of the general issues of water policy; (3) problems of water quality; and (4) issues of water allocation. Diagrams and tables accompany the text. (EL)

ED 257 159 CS 504 934

Studdert-Kennedy, Michael, Ed. O'Brien, Nancy, Ed.

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1-March 31, 1985.

Haskins Labs., New Haven, Conn.

Spons Agency—National Institutes of Health (DHHS), Bethesda, Md.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.

Report No.—SR-81-(1985)  
Pub Date—85

Contract—NICHHD-NO1-HD-5-2910; ONR-N00014-83-K-0083

Grant—NICHHD-HD-01994; NICHHD-HD-16591; NIHRRS-RR-05596; NINCDS-NS-13617; NINCDS-NS-13870; NINCDS-NS-18010; NSF-BNS-8111470

Note—321p.

Available from—U.S. Department of Commerce; National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151.

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Academic Aptitude, Adults, \*Articulation (Speech), Cognitive Processes, \*Communication Research, Elementary Secondary Education, \*Language Processing, \*Language Re-

search, Linguistic Theory, Memory, Perception, Reading Difficulties, \*Speech Communication, Speech Handicaps, Speech Improvement, \*Speech Skills, Spelling

One of a regular series on the status and progress of studies on the nature of speech, instrumentation for its investigation, and practical applications, this report covers the period January 1 to March 31, 1985. Studies summarized in the report cover such topics as (1) segmentation of coarticulated speech in perception (2) intrinsic time in speech production, (3) a theoretical model of phase transitions in hand movements, (4) repetitive naming and the detection of word retrieval deficits in the beginning reader, (5) linguistic abilities and spelling proficiency in kindergarten children and adult poor spellers, (6) errors in short term memory for good and poor readers, (7) longitudinal prediction and prevention of early reading difficulty, (8) temporary memory for linguistic and nonlinguistic material in relation to the acquisition of Japanese Kana and Kanji, (9) speech perception and the prelinguistic infant, (10) categorical trends in vowel imitation, (11) cognitive processes in reading, and (12) processing kinematic data. (HOD)

ED 257 160 CS 504 936

Shelby, Annette N.  
Public Relations as Strategy.

Pub Date—Apr 85  
Note—13p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Advocacy, \*Conflict Resolution, \*Course Content, Decision Making, Educational Needs, \*Education Work Relationship, Higher Education, \*Organizational Communication, Problem Solving, \*Public Relations, Speech Communication

Public relations as strategic communication is one possible theme for an introductory course in public relations. This perspective focuses attention on messages (their content, timing, media, and so forth) as strategic responses to the audience and the situation. It provides a defensible rationale for including certain relevant topics in the course and omitting others. Finally, the principle helps to define the relationship between the introductory public relations course and other courses, both within the speech communication curriculum and outside the discipline. Topics that might be covered with an emphasis on corporate advocacy include audience identification, public relations tasks, media availability, strategic options, and sound argumentation. Another public relations function that should be included in such a course is issues management—the process by which the corporation can identify, evaluate, and respond to those social and practical issues which may have a significant impact upon it. By including the skills essential for advocacy and issues management, students will be better prepared for major decision making roles within organizations. (HOD)

ED 257 161 CS 504 938

McQuillen, Jeffrey S. Ivy, Diana K.

Student Role Model Selection: A Replication.  
Pub Date—Apr 85

Note—23p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, Comparative Analysis, \*Educational Research, Females, Graduate Students, Higher Education, Males, \*Role Models, \*Sex Differences, \*Student Attitudes, Teacher Student Relationship

Identifiers—Faculty Role Models, \*Stress (Biological)

A study was conducted to investigate the impact of role models on students' perceived competence, stress, and satisfaction with graduate school. Specific emphasis was given to the effects of gender on the evaluation process. Twenty-one male and female graduate students in communications were asked to designate the existence of a role model relationship and the gender and professional rank of the reported role model. Students were also asked to rate their perceived levels of competence, stress, and satisfaction with graduate school. The first analysis was concerned with describing the effects of

gender on students' choice of role models. Of the 21 subjects, the six males who reported having role models indicated that those role models were male. Of the four females who reported having role models, three designated a male. These data indicated a tendency for subjects, regardless of gender, to prefer male role models. The majority of the faculty role models selected held the rank of assistant professor. Females who selected female role models reported higher levels of stress than did women with male role models. The males reported the lowest stress level. The results differed slightly with those of a previous study. (The instrument used to measure student competence, stress, and satisfaction with school is appended.) (HTH)

**ED 257 162** CS 504 939

Kilpatrick, Judy Glenn

**Listening Instruction: Awareness, Identification and Practice.**

Pub Date—Mar 85

Note—9p; Paper presented at the Annual Meeting of the Western College Reading and Learning Association (18th, Denver, CO, March 28-31, 1985).

Pub Type—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Auditory Perception, Communication Skills, Community Colleges, \*Course Content, Higher Education, \*Interpersonal Communication, Language Handicaps, \*Listening Comprehension, \*Listening Skills, \*Speech Communication, \*Teaching Methods

Three major categories of instruction for a course designed to teach community college students how to effectively listen are functional listening, awareness of auditory disabilities, and interpersonal listening. In functional listening, students learn to listen for the main idea, identify supporting points, summarize accurately, avoid distraction, listen actively, analyze group discussions, and identify situations with more than one main idea. In becoming aware of auditory disabilities, students are acquainted with the basic concept of auditory disabilities and functional awareness of disabilities in self and in others. For interpersonal listening, students identify and practice listening techniques, such as identifying the speaker's message, responding to speaker's messages and identifying speaker's underlying message. Students develop these skills through awareness, identification, and practice. Awareness is accomplished through keeping a journal in which they focus on listening for 10 minutes each day for six consecutive days and identify the 5 W's (who, what, where, when, why) of the listening situation. After developing awareness, students identify their strengths and weaknesses. Finally, additional practice is acquired by use of another journal and a listening lab. (HOD)

**ED 257 163** CS 504 940

Phifer, Gregg Gee, Gerry

**Two Courses in Public Relations.**

Pub Date—Apr 85

Note—8p; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Course Content, Course Descriptions, Higher Education, \*Public Relations, \*Speech Communication, \*Speech Curriculum

Identifiers—Florida State University

At Florida State University in Tallahassee, 30 students a year are enrolled in the public relations major, beginning with the junior year, so that at any one time there are approximately 60 majors, all of whom have at least a B average. The basic course—PUR 3000, Introduction to Public Relations—enrolls over 150 students a semester in two sections. This course is regarded as a liberal arts service course for the entire university. Only a little over 10% of the students in this class are enrolled in the public relations major, or want to enroll in it. Other students are from such majors as business, fashion merchandising, theatre, and English. Historical, philosophical, and ethical aspects of public relations are stressed rather than practical aspects of public relations. Just before or after students complete their required internship, they may take PUR 4600, Public Relations Management. This course covers areas such as budgeting, time management, crisis public relations, and issues management; provides students with the chance to explore their po-

tential careers; and gives them a head start toward advancing through the ranks in public relations. (DF)

**ED 257 164** CS 504 942

Gadke, Laura L. Salter, Kenneth W.

**A Survey of Communication Courses Recommended by California Attorneys.**

Pub Date—Feb 85

Note—21p; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Communication Research, \*Communication Skills, Continuing Education, Curriculum Development, Debate, Educational Needs, \*Education Work Relationship, Ethics, \*Law Students, Lawyers, Persuasive Discourse, \*Program Content, Program Improvement, Public Speaking, Speech Communication, \*Student Needs, Writing Skills

Identifiers—California

A study was conducted to determine what oral and written communication courses lawyers both perceive as useful in practice and recommend for prelaw students and to provide data for design and development of these and related courses in continuing education programs for lawyers and legal assistants. A total of 295 lawyers from California responded to a questionnaire asking them to make selections from a list of 14 undergraduate communication courses in response to open-ended questions. Two of the questions required that they list courses in a rank order of preference. With regard to counseling prelaw students and development of oral and written communication courses with prelaw emphasis, the subjects recommended courses with the following theory and skill content in order of importance: (1) written argument/persuasive writing, (2) oral argument/debate, (3) public speaking, (4) public address/persuasive speaking, (5) speech and debate competition, (6) interviewing, and (7) ethics. With regard to developing courses in either continuing education or consulting practices, the results ranked ethics first, followed by written/argument/persuasive writing, counseling, and interpersonal communication. The remaining skills were primarily speech skills, specifically public address/persuasive speaking, public speaking, and oral argument/debate. (HTH)

**ED 257 165** CS 504 944

Thomson, T. Dean

**Relational Listening: Theoretical and Practical Considerations.**

Pub Date—Mar 84

Note—30p; Paper presented at the Annual Meeting of the International Listening Association (Scottsdale, AZ, March 7-10, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Auditory Training, Aural Learning, Cognitive Processes, Elementary Education, \*Interpersonal Communication, \*Interpersonal Relationship, Language Processing, \*Learning Theories, \*Listening Comprehension, \*Listening Skills, Speech Communication, Teaching Methods

Identifiers—Carkhuff (Robert R), \*Empathic Listening, \*Therapeutic Listening

Attempting to present empathy as a vital ingredient of effective interpersonal listening, this paper first provides a brief historical tracing of the major trends in listening theory and research. This review then serves as a backdrop for a partial justification of an empathic listening emphasis that includes a clarification of some misconceptions regarding empathic listening while indicating potential dangers in a pure skills orientation to listening education. Next, the paper provides a delineation of some of Robert Carkhuff's theories regarding therapeutic listening and their general applicability to listening education and training. Carkhuff's seven dimensions for effective interpersonal facilitation and the five levels of each are individually examined. Finally, the paper offers suggestions on one approach using the Carkhuff model to teach listening skills through a methodology that maintains the integrity of the transactional perspective while avoiding the problems often associated with technique and the skills/process dichotomy. (Author/HOD)

**ED 257 166** CS 504 947

Jeffrey, Robert C. Ed.

**Election 84: Search for a New Coalition. Proceedings of the Allan Shivers Election Analysis Conference (Austin, Texas, November 17, 1984).**

Texas Univ., Austin, Coll. of Communication.

Spons Agency—Tracor, Inc., Austin, Tex.

Pub Date—85

Note—59p.

Available from—Office of the Dean, Jesse H. Jones Communication Center, University of Texas, Austin, TX 78712-1094 (\$5.00, prepaid).

Pub Type—Books (010)—Collected Works—Proceedings (021)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—Advertising, \*Elections, Journalism, \*Mass Media, \*Mass Media Effects, Newspapers, \*News Reporting, Political Issues, Politics, Social Environment, \*Telecommunications, Voting

Identifiers—\*Media Role, Opinion Polls, \*Political Campaigns

This booklet contains the proceedings of a conference that focused on the psychological and fiscal impact of the electronic media in the 1984 election campaign. Comments are made by Robert Teeter, the principal pollster for the national Republican party, and Peter Hart, the principal pollster for the national Democratic party. Both describe their parties' strategies for winning the 1984 election and discuss the use of polling results in modifying or strengthening existing strategies. Their comments are augmented by four journalists, all of whom have many years of experience in political campaign reporting. They include (1) Jeff Alderman, director of the polling unit at ABC news, (2) Fred Barnes, national political reporter for the "Baltimore Sun," (3) Adam Clymer, polling editor for the "New York Times," and (4) John Mashek, political writer for "U.S. News and World Report." Interspersed are comments by Bill Moyers, senior news analyst for CBS news, who served as conference moderator. (HOD)

**ED 257 167** CS 504 948

Parson, Donn W. Ed.

**American Forensics in Perspective. Papers from the National Conference on Forensics (2nd, Evanston, Illinois, September 12-15, 1984).**

Speech Communication Association, Annandale, Va.

Pub Date—Sep 84

Note—107p.

Available from—Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 (\$9.95, prepaid, members, 10% discount).

Pub Type—Collected Works—Proceedings (021)

**EDRS Price—MF01/PC05 Plus Postage.**

Descriptors—Communication Skills, \*Debate, Higher Education, \*Persuasive Discourse, \*Speech Communication, Speech Curriculum

Identifiers—\*Forensic Science

Providing a record of the deliberations of the Second National Conference of Forensics is the function of this book, which is organized around the deliberations and results of each of the following nine work groups: (1) rationale for forensics, (2) ethics of forensics, (3) promotion and tenure standards, (4) strengthening educational goals, (5) strengthening and expanding programs, (6) interorganizational cooperation, (7) topic selection in debate, (8) summer institutes, and (9) individual events. Each chapter provides an introduction to the problems addressed by a particular work group. Where issues were in controversy, that disagreement is indicated. Following the introductory statements are resolutions adopted by the conference from each work group. A short statement of rationale or implementation follows each resolution. In some cases, the introductory essays contain statements from the position papers of work group members. Where that is not the case, the chapter contains a section with comments drawn from individual position papers. In some chapters, primarily those on rationale, ethics, and promotion and tenure, the product of the work group was a position paper adopted by the conference. The last chapter reflects the views of some administrators in the presentation to the conference by J. Thomas Goodnight. The appendix contains names of the members of the planning committee, work groups, administrators, and the reactor group. (EL)

**ED 257 168** CS 504 949

Kinzer, Harold J.

**Video Feedback in the Classroom: Possible Consequences for the Communication Apprehensive.**

Pub Date—17 Feb 85



Note—29p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).  
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Anxiety, Attitude Change, Behavior Patterns, \*Communication Apprehension, Communication Research, \*Feedback, Guidelines, Higher Education, \*Self Concept, \*Speech Communication, \*Student Reaction, \*Videotape Recordings

Although the use of video playback of classroom assignments for students who are communication apprehensive, shy, or unassertive has received widespread adoption, a review of the literature suggests that its use is potentially harmful. Typically, those with high anxiety about communication are characterized by excessive fear of evaluation, irrational beliefs about being the focus of attention, low self-esteem, negative expectations of success, inability to accept success evaluation, tendency to negatively interpret their own actions, and unwillingness/inability to self-disclose. Video feedback focuses attention on self and magnifies communication performance difficulties and so might increase fear of communication, reinforce negative self-perceptions, and further reduce self-esteem and expectations of success in communication. Stress reactions to video feedback have been found in a few studies. Research has also shown some practices of video feedback to be successful, such as the use of self-modeling, using video models of others, preparing the students for videotaping, focusing feedback, and using several videotaped exercises to reduce novelty effects. The report includes a substantive bibliography. (HOD)

ED 257 169

CS 504 953

*Kreps, Gary L.*  
The Development and Presentation of an Inter-professional Survey Course in Health Communication.

Pub Date—May 85

Note—21p.; Paper presented at the Annual Meeting of the Eastern Communication Association (76th, Providence, RI, May 2-5, 1985).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, Ethics, \*Health Education, Higher Education, \*Interdisciplinary Approach, \*Interpersonal Communication, \*Intergroup Relationship, \*Organizational Communication, Physician Patient Relationship, \*Speech Communication

An interdisciplinary course in health communication can begin to bridge the gap in knowledge between different health care disciplines and provide epistemological gains for both health care practitioners and communication scholars. Possible topics include patient interviewing, health education, practitioner/patient relationships, health care teams, therapeutic communication, health care ethics, and communication in health care organizations. In health education training, health care providers are instructed how to describe and explain complex health care topics and procedures clearly and explicitly. The practitioner/patient relationship is examined as a crucial issue in health care provision, and poor health care relationships are identified as a primary cause of many current problems in the health care system. The importance of developing effective health care teams is examined in light of the growing specialization and complexity of modern health care practice. Therapeutic communication is identified as a key communication characteristic of helping, and health care is characterized as a helping profession. Ethics in health communication are examined as moral evaluations of the correctness of health care behaviors, and health care organizations are presented as the primary social systems for the delivery of health care services to the public in the modern world. (HOD)

ED 257 170

CS 504 960

*Ting-Toomey, Stella*  
Japanese Communication Patterns: Insider Versus the Outsider Perspective.

Pub Date—May 85

Note—18p.; Paper presented at the Annual Meeting of the Eastern Communication Association (76th, Providence, RI, May 2-5, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), Communication Problems, \*Communication Research, \*Cultural Traits, Foreign Countries, \*Intercultural Communication, \*Interpersonal Communication, \*Intergroup Relationship, Speech Communication

Identifiers—\*Communication Patterns, \*Japan  
A study was conducted to examine core Japanese communication patterns, as viewed from insider and outsider perspectives. Using a semistructured interview method and a theme analysis method, four Japanese cultural communication themes were uncovered during the four month study: (1) communication style—concealment versus revelation, (2) communication ritual—obligatory reciprocity versus voluntary reciprocity, (3) relational placement—complementarity versus symmetry, and (4) relational distance—remoteness versus closeness. Forty-two interviewees were involved in the project: 28 outsiders and 14 insiders. The following conclusions were made. For the Japanese, a concealing style of interactions serves vital human relationship functions and connotes important interactional value when compared to a "revealing" style of interaction. Obligatory reciprocity exists in social relationships. Through relational placement, people know where they stand in the hierarchy and what is expected of them; and through relational distance, they know what degree of closeness to expect from intimates and acquaintances. Awareness of these themes helps people cope with relationships and asserts pressure for them to carry out their roles in society. (EL)

ED 257 171

CS 504 965

*Gibson, Dirk C.*  
Public Relations Education in a Time of Change: Suggestions for Academic Relocation and Curriculum Renovation.

Pub Date—Apr 85

Note—21p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), Higher Education, Journalism, \*Persuasive Discourse, \*Public Relations, \*Speech Communication, \*Speech Curriculum, Speech Instruction

Public relations education is frequently criticized as being misdirected and incapable of imparting necessary job skills. This essay argues that contemporary public relations training overemphasizes print journalism at the expense of managerial skills and social science theory. Further, traditional justifications for journalism-based public relations are no longer valid, given the change in American channels of communication, and that nonjournalistic writing is not effectively taught by journalism instructors. The suasive nature of public relations suggests that public relations curricula would be more effectively offered through speech communication departments. Speech communication also offers instruction in other types of theory: small group, intercultural, political, organizational, and interpersonal communication. Speech departments also teach skills in addressing audiences, including persuasion; public speaking; communication research methods; writing and production for radio, television, and film; and speechwriting. While not all speech departments offer all these courses, the fact that persuasion is the heart of public relations suggests that speech communication should be considered the most suitable location for public relations education. (HTH)

## EA

ED 257 172

EA 017 164

*Shears, L. W. Matthews, J. K.*  
Curriculum: An International Perspective. A Report to the Honourable Robert Fordham M.P., Minister of Education.

Victoria Co-ordinator General of Education, Melbourne (Australia).

Pub Date—Aug 84

Note—149p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Curriculum, \*Curriculum Development, \*Curriculum Evaluation, Educational Objectives, Educational Philosophy, Elementary

Secondary Education, \*Foreign Countries, Governance

Identifiers—Australia (Victoria), Canada, China, England, France, Japan, National Goals, Norway, Scotland, Sweden, Thailand, United States, Wales  
Information on curriculum content, development, presentation, and evaluation in 10 countries is reviewed in this report. Reference materials were gathered from Japan, China, Thailand, Norway, Sweden, France, England and Wales, Scotland, Canada, and the United States. The materials from each country provide an understanding of the aims and philosophy behind curricular decision making, the management and control of curricular matters, the processes of curricular development, the curricular content, and the methods and results of curricular examination and assessment. Following a detailed analysis of each country's curricular characteristics, the authors summarize their findings for each of three geographic regions (Asia, Europe, and America), then present their essential conclusions. Eleven suggestions for improving the curriculum and curricular processes in the Australian state of Victoria conclude the text. A 120-item bibliography lists the source materials used. (PGD)

ED 257 173

EA 017 595

*Irwin, Claire C.*  
What Research Tells the Teacher about Instructional Leadership.

Pub Date—26 Jan 85

Note—28p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (69th, New Orleans, LA, January 25-29, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, \*Educational Administration, \*Educational Change, Educational Objectives, \*Educational Research, Elementary Secondary Education, Instructional Development, \*Leadership, \*Principals, Reliability, Statistical Analysis, Teacher Evaluation, Teacher Student Relationship, Teaching Models, Validity

Identifiers—ERIC

Instructional leadership studies are plentiful but have many shortcomings, including lack of definition of key variables, problems of causality, overrepresentation of exemplary schools, and lack of validity and reliability in research design and implementation. Definitions of "leadership" and "instruction" are needed. There is a trend toward defining "leadership" in terms of critical behaviors. "Instruction" is defined as a four-step process: (1) formulation of objectives; (2) selection of teaching strategies; (3) reinforcement of learning; and (4) evaluation of student progress. An examination of over 400 research reports indicates that the most powerful predictor of instructional effectiveness is leadership style. Principals should be aware of their personal leadership style and value system. Principals also need to be aware of curriculum trends; a brief summary of trends is provided in this paper. Many states working toward educational reform are establishing principal academies, workshops, and other programs to develop principals as instructional strategists and managers. Included are a list of selected Educational Resources Information Center (ERIC) documents on the subject, and a general reference list. (MD)

ED 257 174

EA 017 623

*Boyles, Lyle E.*  
Planning: Its Relationship to Fiscal Allocations in Budgeting for a School District.

Pub Date—Oct 84

Note—24p.; Paper presented at the Annual Meeting of the International Society for Educational Planning (New Orleans, LA, October 17-19, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrative Organization, \*Budgeting, Civil Rights, \*Decision Making, \*Educational Administration, Educational Finance, \*Educational Objectives, \*Educational Planning, Elementary Secondary Education, Evaluation, Long Range Planning, Methods, Technological Advancement

Evidence exists indicating that significant planning for elementary and secondary education has been largely absent. Recently educators have placed more emphasis on short-range and long-range plan-

ning as they have become more aware of the benefits of such planning to educational organizations. The areas receiving attention are the increasing size of educational institutions, the expansion of educational responsibilities, changing educational aspirations, increasing educational costs, the civil rights movement, and rapid technological change. Budgeting is the controlling segment of any planning system. This paper presents 13 principles that form a foundation for effective planning/budgeting systems. To ensure that those involved in planning are in agreement on the terms used, a terminology list with definitions of all terms listed is also provided. Included with the paper are two attachments—one on basic language use for decision making, the other a basic program-development model. (MD)

ED 257 175 EA 017 625

Strain, Sherry A.

School Finance Equalization: Progress in Texas?

Pub Date—31 Mar 85

Note—34p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Court Litigation, "Educational

Change, "Educational Equity (Finance), Educational Research, Elementary Secondary Education, Evaluation, "Expenditure per Student, Federal Aid, "Finance Reform, Mexican Americans, "Property Taxes, Resource Allocation, School Districts, State Aid, State Courts, "State Legislation.

Identifiers—House Bill 72 (Texas 1984), Texas

In 1984 the Texas legislature passed an educational reform bill, House Bill 72 (HB 72). The prime objective of HB 72 was to achieve greater equalization of the state's school finance system; it was intended to affirm vertical and horizontal equity and equal opportunity/wealth neutrality as goals of the state system. This study analyzes the results of HB 72's mandated fiscal changes and evaluates the extent to which the equalization objectives were achieved during the 1984-85 school year. The study also evaluates HB 72 to determine if, and to what extent, vertical and horizontal equity and measures of equal opportunity equalized public school finance in Texas. The study found a 743 percent variation in per-pupil revenues across state districts and a continuing strong correlation of district wealth and district revenue per student. This indicates that varying local economic factors still play a large part in determining the level of resources available to students. The goal of financing education through state revenue sources (interpreted as a minimum 50-percent state share of total revenues) seems to have been reached during the 1984-85 school year. The question of why equity has not yet reached acceptable levels was not addressed in this study and is a prime topic for further research. Included with the paper are seven tables of statistical data, two graphs, and a short list of references. (MD)

ED 257 176 EA 017 713

Dunlap, Diane

New Ideas for School Improvement.

Oregon School Study Council, Eugene.

Pub Date—85

Note—6p.

Available from—Publication Sales, Oregon School Study Council, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

Journal Cit—OSSC Report; v24 n3 p1-5 Spr 1985

Pub Type—Information Analyses (070)—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Principles, "Educational Administration, Educational Innovation, "Industrial Structure, Leadership Styles, "Organizational Development, Participative Decision Making, Problem Solving, Supervisory Methods

Identifiers—Hersey Blanchard Situational Leadership Model, In Search of Excellence, One Minute Manager (The), Quality Circles, Theory Z. This report is comprised of brief summaries of various research-based and theoretical concepts and techniques—taken mostly from business management—that might improve educational administration. The topics discussed include (1) a list of successful business practices identified by the book, "In Search of Excellence"; (2) Theories X, Y, and Z, which distinguish modes of relationship between organizations and their personnel; (3) "management

by walking around"; (4) one-minute praise or reprimands for employees, as suggested by the book, "The One Minute Manager"; (5) leadership styles that adapt to employees' varying "maturity levels"; (6) quality circles; (7) organizational transformation—working to realize a vision "through clearly articulated humanistic values"; and (8) participatory research, in which respondents help define the questions. A bibliography is included. (MCG)

ED 257 177 EA 017 714

De Cicco, James M.

What Is Effective School Management.

Pub Date—29 Jan 85

Note—9p; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (69th, New Orleans, LA, January 25-29, 1985).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decision Making, "Educational Administration, Educational Objectives, "Educational Planning, "Leadership, Personnel Management, "Principals, Secondary Education, Time Management

Effective school management requires managers who succeed in carrying out the organizational goals of their schools, utilizing the following leadership skills: planning (deciding how to accomplish the organization's goals); organizing (doing the necessary preparation); staffing (filling positions with the right people); directing (motivating staff so that goals are achieved); controlling (guiding the organization in the proper direction); and decision making (which underlies everything the manager accomplishes). The competent principal chooses a time frame that fits the planning agenda, and develops strategies to monitor progress. Meetings should be well-planned, and time management strategies should be applied in order to achieve appropriate delegation of tasks. Leadership is a basic part of management, and loyalty and respect are gained through merit. Four attributes of a successful school principal are intelligence, expression and image, leadership and management ability, and "guts." (MD)

ED 257 178 EA 017 719

Trider, Donald M. And Others

Exploring the Causes of Principal Behavior.

Pub Date—85

Note—57p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrative Problems, Administrator Attitudes, Administrator Role, "Behavior, Educational Change, Elementary Secondary Education, "Influences, "Leadership Styles, Predictor Variables, "Principals, Research Needs

Principals exhibiting different kinds of administrative behavior tend to be influenced by different kinds of factors, according to the results of two sets of related studies reported in this document. The first set, consisting of three studies of principals and central administrators, explored the factors shaping principals' behaviors when the principals were confronted with obstacles to the growth of their own effectiveness. Factors associated with the central administration and with principals' own skills were most consistently identified as obstacles, but the study design did not permit conclusive identification of the variables affecting principal behavior in response to these obstacles. The second set of studies, reported in greater detail, examined factors principals believed influenced their behavior while performing in a specific task environment—in this case, while implementing policies for special education. The most critical factors found were the principals' personal experiences and beliefs. Among the variables affecting the extent to which given factors influenced principals were the condition of the factor, the stage in the implementation process, and the principal's specialized training. Study data were obtained by questionnaire and interview. Areas for further research are suggested on several occasions. A 37-item reference list concludes the report. (PGD)

ED 257 179 EA 017 720

Berry, Ray

Decentralization of Decision Making in Riverside, California: Some of the Why and the How from the Superintendent's Viewpoint.

Pub Date—3 Apr 85

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, "Change Strategies, "Decentralization, Educational Administration, Elementary Secondary Education, Organizational Change, School Organization, Success

Identifiers—Riverside Unified School District CA

This personal account of a central office administrator's involvement in the Riverside (California) Unified School District's decentralization effort discusses the problems facing the rapidly growing district in the early 1960's, kinds of interventions required to break out of old attitudes toward schooling and school administration, and some conclusions that can be drawn from the history of the change effort. Among the problems faced were the financial requirements of growth; the presence of segregated, low-achievement schools; changing student attitudes; teacher militancy; developments in instructional technology; and changes in society and in education's role. Among the programs and practices adopted by the district were compensatory education efforts, budget decentralization, changes in inter- and intraschool organization, a language development program for 5-year-olds, employee involvement in contract design, creation of a research and evaluation office, a voluntary desegregation effort, creation of citizen advisory groups, an active staff renewal policy, and provisions for individual interpretation of centrally-mandated curricular plans. Maintenance of the program after the superintendent's retirement, widespread voter support, improved student achievement, and other indicators provide evidence of the program's success. (PGD)

ED 257 180 EA 017 721

Wissler, Dorothy Fast

Decentralization of Decision Making: Riverside

Revisited—An Historical Analysis.

Pub Date—3 Apr 85

Note—13p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

For related document, see EA 017 720.

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Boards of Education, "Change Strategies, "Decentralization, Decision Making, Elementary Secondary Education, Governance, Leadership Styles, Organizational Change, Principals, Superintendents, Teachers

Identifiers—Riverside Unified School District CA

Under the superintendent's guidance, the Riverside (California) Unified School District underwent decentralization between 1960 and 1978. The process involved seven stages: (1) conceptualizing and actualizing a "cooperative community" committed to educating every child, (2) communicating these concepts to key individuals, (3) restructuring the central office to accommodate a new orientation toward service, (4) recasting the superintendent's support staff, (5) challenging principals to become instructional leaders, (6) involving representative teachers directly in decision-making, and (7) establishing a method for regularly renewing commitment to decentralization. The superintendent's role was critical and required a leadership style designated as "intentional." Contact was maintained with persons at all levels inside and outside the school organization, rather than through hierarchical channels. The primary "instruments" used by the superintendent in the process were intelligence, instruction, and integrity. Decentralization led to greater activity by the school board, more openness and cooperation in the central office, the taking of more risks by principals, and teachers' changing their teaching styles and attitudes. The information upon which this report is based was gathered through interviews; a review of documents including board minutes, newspapers, and staff directories; and observations of a class taught by the superintendent in question. (PGD)

ED 257 181 EA 017 722

Evaluating Administrative Performance. ERS Report.

Educational Research Service, Arlington, Va.

Pub Date—85

Note—144p.

Available from—Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21714; \$34.00).

Pub Type—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—\*Administrator Evaluation, Administrators, Assessment Centers (Personnel), Board of Education Policy, Elementary Secondary Education, Evaluation Methods, National Surveys, Probationary Period, School Districts, State Legislation, State School District Relationship, Tables (Data)

This report summarizes the results of the Educational Research Service's 1984 nationwide survey of school district practices in administrative evaluation. It also includes a review of research on the topic over the past 10 years, an overview of the statutory regulations in the 27 states that mandate administrator evaluation, and 11 examples of school districts' administrator evaluation plans. The literature review covers eight topic areas: purposes of evaluation, evaluation procedures, defining administrator effectiveness, the assessment center process, management by objectives, motivation, peer and client-centered evaluation, and incentive pay for administrators. The report of the survey itself describes the survey methodology and findings and discusses interpretations of the data. The major findings are presented in tabular form. Ten of the 11 tables are devoted to the practices of districts with formal evaluation procedures—85.9 percent of those responding to the survey. The data cover such factors as the use of probationary periods for evaluations, the characteristics of evaluators, the frequency of evaluations, and the purposes, methods, and effectiveness of evaluation policies. Appendixes include a description of the Assessment Center process and excerpts from a manual covering a state-mandated Administrator Career Ladder Plan. (PGD)

**ED 257 182** **EA 017 723**  
Implementing the Recommendations of the National Commission and Studies of Education, or What They Failed to Mention.  
NETWORK, Inc., Andover, MA.  
Pub Date—Apr 84

Note—47p.; Papers presented at a session at the Annual Meeting of the American Educational Research Association (April, 1984). For individual papers, see EA 017 724-726.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Change Strategies, Educational Assessment, \*Educational Change, Educational Improvement, Elementary Secondary Education, Evaluation Utilization, Research Reports, Research Utilization

Identifiers—\*Excellence in Education

Recent commission and task force reports calling for significant improvements in American education are considered in this set of three papers, and methods for implementing the recommendations are suggested. In his paper, Glen Harvey reviews the reports, noting the extent to which they fail to consider change implementation research and commenting on the impracticality of many of the recommendations. Susan Loucks-Horsley and Pat L. Cox suggest a three-part strategy to follow when adapting a recommendation to a local situation: first, define the improvement sought; second, design suitable support activities; and third, specify the new roles of the participants. The final paper, by David P. Crandall, calls for a commitment to adopting currently identified improvement programs to raise student achievement and professional competence in the short run while simultaneously increasing active investigation into completely new concepts of schooling to provide a basis for improvement programs to be adopted in the long run. (PGD)

**ED 257 183** **EA 017 724**  
Recent Reports Concerning Education, or The Road to Nirvana: You Can't Get There from Here.  
NETWORK, Inc., Andover, MA.  
Pub Date—Apr 84

Note—15p.; In its: Implementing the Recommendations of the National Commission and Studies of Education, or What They Failed to Mention

(EA 017 723). Paper presented at the Annual Meeting of the American Educational Research Association (April, 1984).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adoption (Ideas), Change Strategies, \*Educational Assessment, \*Educational Change, \*Educational Improvement, Elementary Secondary Education, Evaluation Needs, \*Evaluation Utilization, Policy Formation, \*Research Reports Identifiers—\*Excellence in Education, National Commission on Excellence in Education

Recent commission and task force reports calling for educational improvement may carry more weight than their content deserves because of their sources. The findings of these commissions vary since each commission has its own concept of education, its own political purposes, and its own sources of data. Still, their general recommendations stress similar themes common to periods of conservatism. The reports can help identify weaknesses and focus public concern, but fail to offer practical information on change implementation. The reports also tend to disregard research on educational change, in some cases promulgating inappropriate recommendations and in others leaving state and local agencies without appropriate guidelines. The recommendations provided fall into three categories: ideas known to be good but difficult to implement, ideas that are practical but prohibitively expensive, and appealing but empty statements. The reports have led to substantial activity by state legislatures, the impact of which may prove insignificant or even negative. Automatic acceptance of the recommendations may lead to implementation of unsuitable policies, disregard for negative consequences, creation of the illusion of change, the derailing of existing improvement efforts, the loss of gains made in other educational areas, and the inappropriate channeling of scarce energy and resources. (PGD)

**ED 257 184** **EA 017 725**  
Loucks-Horsley, Susan Cox, Pat L.  
It's All in the Doing: What Recent Research Says about Implementation.  
NETWORK, Inc., Andover, MA.  
Pub Date—Apr 84

Note—18p.; In its: Implementing the Recommendations of the National Commission and Studies of Education, or What They Failed to Mention (EA 017 723). Paper presented at the Annual Meeting of the American Educational Research Association (April, 1984).

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, \*Change Strategies, \*Educational Change, Educational Innovation, Elementary Secondary Education, Program Development, Program Implementation, Research Utilization, Staff Role

Identifiers—Excellence in Education, Role Delineation, Theory Practice Relationship

As educators across the nation launch into frenzied efforts to "do something" in response to the various recommendations of commissions on educational excellence, many are forgetting that knowledge of how to implement change is available. This paper focuses on three concerns that educators must face when fitting general recommendations to specific school settings. First, the improvement to be sought must be defined. Educators should focus energy and commitment on one or two efforts to maximize impact, selecting those most pertinent to the school, most likely to be supported, and least likely to detract from other efforts already underway. Second, activities in support of the change process must be designed and conducted. Since change is a complex process involving initiation, implementation, and institutionalization of the new program or idea, and requires alterations in the behaviors of individuals and groups as well as in the materials they use, each step must be planned thoroughly. Third, the roles of the many participants in the change process must be specified. These participants include state and local policy makers and administrators, local facilitators, and building administrators. Relevant innovation implementation research is cited throughout the document. (PGD)

**ED 257 185** **EA 017 726**  
Crandall, David P.  
Building an Infrastructure for Innovation and

Improvement: Short-Term and Long-Term Strategies.

NETWORK, Inc., Andover, MA.

Pub Date—Apr 84

Note—18p.; In its: Implementing the Recommendations of the National Commission and Studies of Education, or What They Failed to Mention (EA 017 723). Paper presented at the Annual Meeting of the American Educational Research Association (April, 1984).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Change Strategies, \*Educational Change, Educational Improvement, Educational Innovation, Educational Objectives, Educational Practices, Elementary Secondary Education, Information Dissemination, Nontraditional Education, \*Research Utilization, School Business Relationship

Identifiers—Role Delineation

Two complementary strategies intended to achieve a strengthening of the American educational system within the next 5 years and a transformation of that system within 10 years are presented in this report. The shorter, 5-year strategy targets conventional schools and is intended to help raise student achievement and professional competence. The process focuses on the implementation of proven practices—typically classroom level instructional practices offered through nationwide dissemination networks. The strategy depends on active professional interest and sustained efforts at identifying viable practices. Researchers can help practitioners understand and publicize their results while adding to the general pool of innovation information. Funding for the process should be made a national and state priority. The longer-term strategy is aimed at innovators who must develop drastically new forms of schooling. The first step in the process is to define the characteristics of the desired educational product. Second, practical strategies for achieving these ends, incorporating reevaluated roles for professional and nonprofessional participants, must be developed. These strategies can be tested in settings in which traditional educational regulations (including certification) would be revised. These experiments would eventually provide procedures suitable for dissemination using the short-term strategy discussed earlier. (PGD)

**ED 257 186** **EA 017 727**  
Hartmann, N. J.  
Successful Introduction of Student Information Management Systems.  
Pub Date—17 Oct 84

Note—17p.; Workshop presented at the Annual Conference of the International Society for Educational Planning (New Orleans, LA, October 17-19, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Organization, \*Computer Oriented Programs, Data Collection, \*Educational Administration, Elementary Secondary Education, Foreign Countries, Information Needs, \*Management Information Systems, Organizational Development, Quality Control, School Registration, \*Student Records, \*Systems Development, User Satisfaction (Information)

Identifiers—\*Toronto Public Schools ON

Proceeding from the premise that effective educational management requires effective information management, this paper identifies requirements to consider in designing student information systems, and describes how the Toronto Public Schools' system meets these requirements. In addition to examining the common characteristics of information management systems, the paper discusses (1) linking the information system to a central activity of the educational system, (2) making information management compatible with the social processes and human interactions of education, (3) appropriately dividing the tasks of information management, (4) diagnosing the system's reliability, and (5) ensuring that the system responds to users' needs. Appended are copies of two documents used to compile student records. (MCG)

**ED 257 187** **EA 017 728**  
The Management Team: A Recommended Approach for Operating Ohio's Public Schools. ED = Q x A: Effective Decisions Are a Result of the Interaction of Quality and Acceptance. Revised.  
Ohio School Boards Association, Columbus.  
Pub Date—85



Note—19p.

Available from—Publication Sales, Ohio School Boards Association, 700 Brookside Boulevard, Westerville, OH 43081 (\$2.00 prepaid; postage and handling charges added on purchase orders).

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Administrator Role, Elementary Secondary Education, \*Management Teams, \*Models, Organizational Development, Organizational Theories, \*Public Schools Identifiers—Likert (Rensis), \*Ohio

The purpose of this paper is to propose the "management team"—in which the entire administrative staff influences policy making—as the means for administering Ohio's public schools. Included in the paper are a statement of the problem, underlying propositions, some general principles, recommendations for action, necessary commitments, and expected benefits. A self-evaluation scale designed to help a school district determine the degree to which its present management operation approximates the management team model is included as an appendix. (MCG)

ED 257 188

EA 017 729

State Aid: What Difference Does It Make?

Vermont Governor's Office, Montpelier; Vermont State Board of Education, Montpelier; Vermont State Dept. of Education, Montpelier.

Pub Date—Apr 85

Note—26p.

Pub Type—Reports - Evaluative (142) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Resources, \*Educational Equity (Finance), \*Educational History, Elementary Secondary Education, \*Equal Education, Equalization Aid, \*Finance Reform, Property Taxes, \*School Funds, School Taxes, \*State Aid, State School District Relationship, Tax Allocation, Tax Effort, Tax Rates

Identifiers—\*Vermont

To provide public discussion about the role state aid should play in Vermont public education and to make a case for a state aid system structured on the broad principles of equal opportunity, fair tax burdens, and adequate funding levels, this booklet examines Vermont's system of school finance, attempting to highlight its history and its present strengths and weaknesses. The opening pages include a preface, a list of five basic truths about Vermont school finance, and an introduction. The first section, "Does State Aid Make a Difference?", is illustrated with several graphs and figures. Other sections discuss the history of state aid in Vermont, student equity and fair tax burdens, and principles to guide state aid reform. An appendix provides an explanation of how Vermont's present state aid formula works. (DCS)

ED 257 189

EA 017 730

Marklund, Sixten. *Bergendal, Gunnar*

Trends in Swedish Educational Policy.

Swedish Inst., Stockholm.

Report No.—ISBN-91-520-0084-2

Pub Date—79

Note—59p.; Translated by Victor Kayfetz.

Pub Type—Reports - Descriptive (141) — Historical Materials (060)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Ability Grouping, Access to Education, Adult Education, College Admission, Early Childhood Education, Educational Administration, \*Educational Development, \*Educational Policy, \*Educational Strategies, \*Educational Trends, \*Education Work Relationship, Elementary Secondary Education, Equal Education, \*Foreign Countries, Personal Autonomy, Politics of Education, Postsecondary Education, School Location

Identifiers—Education Society Relationship, \*Reform Efforts, \*Sweden

This booklet describes the status of Sweden's educational system, its development since 1950, and the means for bringing about its reform. The first section gives a brief overview of education in Sweden at the end of the 1970's. The second section is concerned with the last three decades of development of Sweden's educational system, including discussions of the development of the school system as one part of the development of Swedish society, comprehensive school and upper secondary school, the accessibility of schools, student choice of a specialization, and equality between the sexes and free-

dom of choice. In addition, the following topics are covered: the schools and society; differentiation—a difficult issue; who makes decisions on the schools?; education for adults; universities and professional colleges during the 1950's and 1960's; higher education for new categories of students; and the location and structure of higher education. The third section considers the emerging pattern in Sweden of alternating periods of education and work. The strategy and instruments of educational reform, with focus on educational policymakers and administrative agencies, are examined in the fourth section. (DCS)

ED 257 190

EA 017 732

Thomas, M. Donald. *Welch, Charles*

Incentive Pay Programs: The South Carolina Story.

Pub Date—[84]

Note—9p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, Educational Improvement, Elementary Secondary Education, \*Incentives, \*Merit Pay, Program Development, \*Recognition (Achievement), School Effectiveness, Schools, State Action, \*State Legislation, State Programs, Teachers

Identifiers—South Carolina, South Carolina Education Improvement Act 1984

South Carolina's comprehensive Education Improvement Act of 1984 includes provisions for the development and implementation of statewide incentive pay programs for teachers, principals, and schools. The provision affecting teachers mandates the development and field testing of up to three programs between 1984 and 1986 and the implementation of the final, selected program during the 1986-87 school year. Teachers will participate in developing the incentive program, which will be evaluated by a team of principals and teachers. The incentive pay program for principals will be produced through a similar development process, but on a timetable calling for final implementation during the 1987-88 school year. The incentive program for schools will make incentive grants available through the state department of education to reward schools and districts for exceptional performance in improving student achievement, attendance, and attitudes; teacher attendance; parent participation; and other factors promoting or maintaining high levels of achievement. The funds are to be used for further improvement efforts. The incentive pay programs are expected to increase accountability in the areas of certification, evaluation, instruction, promotion, and expenditure. The support of South Carolina's governor, Richard Riley, is cited as a major factor in obtaining funding from the legislature. (PGD)

ED 257 191

EA 017 733

Thomas, M. Donald. *Welch, Charles*

Principals: New Focus for Reform.

Pub Date—[84]

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Role, \*Attitude Change, Educational Attitudes, Educational Change, Elementary Secondary Education, Governance, Government Role, Influences, Leadership, \*Principals

The educational reform movement has helped bring the principalship into new prominence. Among the forces affecting current attitudes toward the principalship are the effective schools literature, which has stressed the centrality of the principal's role; the anticipation of retirement by a large proportion of principals; the increased research on the principalship; analysis by principals of their own roles and responsibilities; the development of incentive pay programs for principals; and shifts in school governance toward state centralization and local district decentralization simultaneously. In response to these forces, local school boards and major national commissions are redefining the principal's role, and state legislation and federal policies are focusing on the principal's leadership functions. Principals can participate actively in the changes that are occurring by becoming experts in personnel evaluation, thinking in terms of results rather than activities, increasing cooperation between their schools and the community, developing new loyalty to public education, and improving their control of time, their priorities, and their goals. (PGD)

ED 257 192

EA 017 734

Riley, Richard W.

The South Carolina Story: What Other States Can Learn!

Pub Date—[84]

Note—12p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business, Educational Change, \*Educational Improvement, Government Role, Participation, \*Politics of Education, Program Development, Program Implementation, School Law, School Support, State Action, \*State Legislation

Identifiers—Corporate Support, South Carolina, \*South Carolina Education Improvement Act 1984

In the course of developing and passing the South Carolina Education Improvement Act of 1984, those behind the legislative effort observed that several factors affect successful educational reform. First, reform must be comprehensive. The 1984 act has provisions relating to academic standards, basic skills, instructional improvement, administration, community relations, school facilities, financial support, compensatory education, incentive programs, leadership training, governance, and evaluation. Second, reform is a political, consensus-building process. The South Carolina reform required the involvement of the governor and state superintendent, blue ribbon committees of state leaders, educators and educational associations, state organizations, and an informed public. Third, private sector support is indispensable. The South Carolina business community participated in the reform process, organizing several support activities. Finally, implementation problems must be anticipated and planned for, and those who helped enact the legislation must be kept involved. Among the problems anticipated in South Carolina were how to establish reasonable public expectations, assemble adequate technical assistance for local schools, monitor implementation, maintain popular support, assist local districts, improve teacher education, and coordinate all reform efforts. (PGD)

ED 257 193

EA 017 738

ECIA Chapter 2 Evaluation Unit Final Evaluation

Report, 1983-1984.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

Pub Date—Mar 85

Note—44p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, \*Evaluation Utilization, \*Federal Programs, Input Output Analysis, \*Program Effectiveness, \*Program Evaluation, Summative Evaluation

Identifiers—\*District of Columbia Public Schools, Education Consolidation Improvement Act Chapter 2

The Education Consolidation and Improvement Act (ECIA) Chapter 2 Evaluation Unit provides program evaluation and evaluation technical services for designated ECIA Chapter 2 projects in the District of Columbia Public Schools. This report examines the status of inputs, processes, and outcomes, intended and observed, of the Evaluation Unit during the 1983-84 grant year. Stated objectives of the Evaluation Unit were as follows: (1) evaluating designated Chapter 2 projects, based on final reports submitted to the Superintendent; (2) technical assistance in evaluation of design, theory, and implementation of Chapter 2 projects; (3) aid to Chapter 2 project directors in dissemination of project evaluations; and (4) professional development of Evaluation Unit personnel. Findings are summarized, then tabulated according to intended and observed inputs, processes, and outcomes for each of the four objectives listed above. The findings include the following: project directors indicated satisfaction with the quality of technical assistance provided by the Evaluation Unit, evaluation reports were disseminated, and Evaluation Unit personnel attended workshops, inservices, and professional meetings. Five appendices provide instrumentation and supporting data. (TE)

ED 257 194

EA 017 739

Participation of Private, Non-Profit Schools in

ECIA Chapter 2 LEA Activities. Final Report.

1983-1984.

District of Columbia Public Schools, Washington,

DC. Div. of Quality Assurance.

Pub Date—Mar 85

Note—105p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation Methods, Federal Legislation, \*Federal Programs, Input Output Analysis, \*Private School Aid, \*Program Effectiveness, \*Program Evaluation, Summative Evaluation

Identifiers—\*District of Columbia Public Schools, Education Consolidation Improvement Act Chapter 2

With the enactment of the Education Consolidation and Improvement Act (ECIA) of 1981, private, nonprofit schools were rendered eligible to participate on an equitable basis in federally funded school programs. During the 1982-83 school year (the first year of ECIA Chapter 2) 44 private, nonprofit schools in the District of Columbia elected to participate in the program, and during the 1983-84 year, 52 schools participated. This evaluation of participation by private, nonprofit schools in ECIA Chapter 2 programs follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making, which was developed by the Division of Quality Assurance, District of Columbia Public Schools. This final report includes the interim report data brought up to date, along with the agreements and discrepancies between intended and observed outcomes for each of the two major objectives, i.e.: (1) to establish effective management practices at the Local Education Agency (LEA) level by the ECIA Chapter 2 administrative staff for participation of private, nonprofit schools in the program, and (2) to analyze records up to June, 1984 in order to show that through the assistance of the ECIA Chapter 2 administrative staff, participation by private, nonprofit schools at the LEA level was planned, implemented, and evaluated. Preceding the PMI status report forms is the results section, which summarizes the agreements and discrepancies for each objective; supporting data are included in the appendix. (TE)

ED 257 195

EA 017 740

Dean, Joan

Managing the Secondary School.

Report No.—ISBN-0-89397-222-3

Pub Date—85

Note—239p.

Available from—Publication Sales, Nichols Publishing Company, 155 West 72nd Street, New York, NY 10023 (\$24.50).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—\*Administrative Organization, \*Administrative Principles, Administrator Responsibility, Curriculum Design, \*Educational Administration, Educational Environment, Foreign Countries, Instructional Systems, \*Leadership, Management Systems, Organizational Communication, \*School Supervision, Secondary Education, Teacher Administrator Relationship

Identifiers—\*Great Britain

This book, written with reference to British schools, examines the skills that are needed for educational management and leadership, and discusses how those skills should be applied. The first chapter sets out the tasks and skills involved in each of three major areas: the management of learning, the school as a community, and the management of people. The remainder of Part 1 (chapter 2) considers aims, objectives, and policies in management. Part 2 (chapters 3 and 4) is concerned with the management of learning, and covers curriculum and organization. Part 3 (chapters 5 through 7) addresses the school as a community, describing the aspects of management that affect the overall life of the school, such as the care of pupils and the day-to-day details of administration. Part 4 (chapters 8 through 12) is concerned with the management of adults, both inside and outside the school. Part 5 (chapters 13 and 14) concludes the book with chapters 13 and 14 on evaluation and personal organization respectively. Three appendices provide information on (1) the aims of education, as stipulated by the British government; (2) a system for allocating capitation allowances; and (3) British legislation affecting schools. (TE)

ED 257 196

EA 017 741

Ravitch, Diane

The Troubled Crusade: American Education, 1945-1980.

Report No.—ISBN-0-465-08757-4

Pub Date—83

Note—384p.

Available from—Publication Sales, Basic Books, Inc., 10 East 53rd, New York, NY 10022 (\$8.95—paperback).

Pub Type—Books (010) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Activism, Civil Rights Legislation, Cultural Context, Cultural Pluralism, \*Educational Change, Educational Discrimination, \*Educational History, Educational Needs, \*Educational Policy, Elementary Secondary Education, \*Equal Education, Federal Legislation, Federal Programs, \*Government School Relationship, Higher Education, Open Education, \*Politics of Education, Racial Discrimination, Role of Education, Sociocultural Patterns

Identifiers—Brown v Board of Education, Civil Rights Act 1964, \*McCarthyism

This book is a comprehensive history of American education from 1945 to 1980—its social and political context, the influences that shaped educational policy, and the effects of those policies on schools and colleges. Chapter 1, "Postwar Initiatives," describes the state of education immediately following World War II, and the steps taken by the federal government to meet the challenges posed by the baby boom, rapid economic growth, and the pre-existent inequities in educational opportunity. Chapter 2 describes "The Rise and Fall of Progressive Education" before and after the war. Chapter 3, "Loyalty Investigations," describes the detrimental effect on education of the McCarthy era and the historical context of the "red-baiting hysteria" that affected the nation in the early fifties. Chapters 4 and 5 focus on the topic of race and education, in the context of the "Brown vs. Board of Education" decision (1954) and the Civil Rights Act (1964) respectively. Chapter 6, "From Berkeley to Kent State," describes the challenges posed to academic freedom by the student radicalism of the sixties, and chapter 7, "Reformers, Radicals, and Romantics," discusses the open education movement that arose during the same era. The concluding chapter, "The New Politics of Education," describes a panoply of influences on education from 1975 to 1980. An epilogue summarizes the evolution of education in American society from 1945 to 1980. "Notes," arranged by chapter, "A Note on Sources," and an extensive "Index" complete the book. (TE)

ED 257 197

EA 017 742

Zenke, Larry L.

Improving School Effectiveness by Teaching

Thinking Skills.

Pub Date—Mar 85

Note—6p.; Paper presented at the Annual Meeting of the American Association of School Administrators (117th, Dallas, TX, March 8-11, 1985).

Pub Type—Reports - Descriptive (141) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cognitive Development, Critical Thinking, \*Curriculum Design, Curriculum Development, \*Educational Improvement, Elementary Secondary Education, Learning Processes, \*Logical Thinking, Problem Solving, \*Program Implementation, \*School Effectiveness, Teaching Methods

Identifiers—Design for Thinking, Guilford (J. P.), \*Strategic Reasoning Program, Structure of Intellect, Tulsa Public Schools OK, Upton (Albert)

This paper describes a plan to improve school effectiveness in the Tulsa (Oklahoma) Public Schools by incorporating instruction in thinking skills. The program selected by the school district was the Strategic Reasoning Program, based on Albert Upton's Design for Thinking and J. P. Guilford's Structure of the Intellect. The Strategic Reasoning program is based on instruction in six thinking skills: (1) "thing-making" (conceptualization), (2) qualification, (3) classification, (4) structure analysis (relation of parts to whole), (5) operation analysis, and (6) seeing analogies. It is implemented in four stages: (a) introduction to the six thinking skills; (b) use of these skills to solve problems; (c) transference of thinking skills to interdisciplinary subject matter; and (d) application of thinking skills to analyzing and solving real-life problems. The program is integrated into regular curricular programs such as English or reading. Teacher and learner responses to the program in Tulsa have generally been positive, but extensive preparation and teacher training are required to implement it properly. The paper con-

cludes with observations on the appropriateness of instruction in thinking skills to the ongoing transition from an industrial to an information-based society. (TE)

ED 257 198

EA 017 743

Anderson, Lorin W.

The Bottom Line for Schools: Student Employability?

Pub Date—Mar 85

Note—6p.; Paper presented at the Annual Meeting of the American Association of School Administrators (117th, Dallas, TX, March 8-11, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Needs, \*Educational Objectives, Educational Philosophy, Educational Principles, Educational Quality, \*Education Work Relationship, Elementary Secondary Education, Futures (of Society), \*Relevance (Education)

This paper argues that schools need to help students acquire knowledge and skills for two purposes: (1) to function effectively in a variety of contexts (including work) as they presently exist, and (2) to adapt to changing situations in the future. Effective functioning in the present requires a common body of knowledge, including mathematics, language skills, and geography, along with generalized skills for making adjustments in the body of knowledge (thinking skills, communication skills, and good personal habits). Adaptability is necessary because of the rapid pace of change; accordingly, emphasis on highly specific job-related skills is likely to be a disservice to students. The "bottom line" for schools is not to produce employability, but rather, to enable graduates to achieve improvement in the quality of their lives. (TE)

ED 257 199

EA 017 744

Ehinger, J. M. Guier, L. R.

Development of Selection Measures for School

Administrators.

Pub Date—85

Note—8p.; Paper presented at the Annual Meeting of the Southwest Psychological Association (31st, Austin, TX, April 18-20, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Characteristics, \*Administrator Evaluation, Administrator Qualifications, Administrator Selection, Aptitude Tests, \*Assessment Centers (Personnel), Elementary Secondary Education, Evaluation Methods, \*Management Development, \*Predictive Validity, Predictor Variables, \*Principals, Professional Training

Identifiers—University of Tulsa OK

The management development program (MDP) at the University of Tulsa provides an opportunity for identification and development of managerial skills among administrators in the elementary and secondary schools of northeastern Oklahoma. The validity of assessment center exercises for predicting performance as a school principal was examined by a concurrent strategy that involved determining the relationship between principals' performance on the assessment predictors and superintendents' evaluations of those same incumbent principals. A subset of assessment exercises and personality inventories comprised the final predictor battery, which can be used as a selection device to predict superintendents' rating of principals' job performance. (TE)

ED 257 200

EA 017 745

Ehinger, J. M. Guier, L. R.

Gender Differences in Assessment Center Performance.

Pub Date—85

Note—9p.; Paper presented at the Annual Meeting of the Southwest Psychological Association (31st, Austin, TX, April 18-20, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Characteristics, \*Administrator Evaluation, Administrator Qualifications, Aptitude Tests, \*Assessment Centers (Personnel), Elementary Secondary Education, Predictor Variables, \*Sex Differences

Identifiers—University of Tulsa OK

Gender differences were found in the performance of 103 school administrators (74 men and 29

women) participating in the University of Tulsa's Management Development Program assessment center's evaluations. Exercises included an in-basket, two interviews, an oral presentation, and two leaderless group discussions. Women scored higher on the in-basket exercise and leaderless group discussion. They also scored significantly better in interpersonal competency and the oral presentation. The results were also corroborated by non-cognitive paper and pencil measures of performance. (Author/TE).

ED 257 201 EA 017 746

Woodside, William S.  
**Business in Education: How Good a Grade? ERS  
Concerns in Education.**  
Educational Research Service, Arlington, Va.  
Pub Date—May 85

Note—11p; Text of the keynote address to the New Business Initiatives in Education Conference (New York, NY, March 17, 1985).

Available from—Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 226-00007; \$4.00 prepaid; postage and handling added to billed orders).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Business, Cooperative Programs, \*Educational Finance, Elementary Secondary Education, \*Government School Relationship, Private Financial Support, \*School Business Relationship, \*School Community Relationship, \*School Support, School Taxes, Tax Allocation School-business partnerships are flourishing across the country, but many schools and students are not being reached by these efforts. It is time now to look beyond the individual partnership programs and focus on systemwide issues in order to make the vast and fundamental improvements needed in public schools. Some corporate communities are already doing this in Philadelphia, Pennsylvania and Boston, Massachusetts. Other corporate communities are working in the political arena to help produce public support through tax increases for school financing (as in Memphis, Tennessee; New Orleans, Louisiana; and Cincinnati, Ohio). But potentially the most significant impact business-school partnerships might make will depend on the effect business has on the decisions made in Washington, D.C. and in state capitals. It is important that business build coalitions that seek major improvements in education, and that they work at the same time to provide a base of public support for schools from every level of government. Since private sector support for education can only be marginal at best, businesses need to take a careful look at their own behavior. Do they oppose decisions that harm public schools? Have they taken steps to help provide the support schools need? A first rate system of education is as important to the future as a strong national defense. (MD)

ED 257 202 EA 017 748

Autrey, Pam, Ed.  
**Educational Preventive Law Institute. Report of  
an Invitational Institute (Houston, Texas, November 12, 1981).**

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—12 Nov 81

Note—53p.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accountability, Compliance (Legal), Constitutional Law, \*Court Litigation, Educational Legislation, Educational Malpractice, Elementary Secondary Education, Government School Relationship, Laws, \*Lawyers, Legal Problems, \*Legal Responsibility, Legislation, \*Policy Formation, Political Issues, \*Prevention, Public Policy

Identifiers—Education for All Handicapped Children Act, National Institute of Education, \*Preventive Law, Texas

This report on a preventive law institute held in Texas in 1981 includes an introduction, three papers, a summary of discussions, and a concluding statement. In the introduction Christiane Hyde Citron defines preventive law as decision making that takes constitutional and case law into consideration and that includes four basic steps: (1) anticipation of legal challenges; (2) evaluation of legal merits of

challenges; (3) consideration of policy issues raised by potential challenges; and (4) modification in response to the first three steps. In "State Regulation of Textbook Selection and Private Schools," Mark Yudof cautions that educational law is crisis oriented, constitutional law is fuzzy, and the public sector lacks market constraints. As a result, more constitutional challenges to school library and textbook decisions have occurred during the past 10 years than in the previous 100 years. Outlined are the basic regulations for textbook selection; court decisions are cited, and recommendations are made for established, fair procedures to avoid court litigation. State education agencies must apply evenness of control and equal application of rules toward public and private schools. "Advocates Perspective on PL 94-142," by Jim Todd, presents the perspective of the user in handicapped student litigation. This is usually a publicly funded advocacy agency which has an interest in resolving conflicts without litigation. A list of suggestions to prevent handicapped student litigation is provided. James Deatherage, in "School Districts Perspective on PL 94-142," outlines the legal framework governing the education of the handicapped; the sources and causes of conflicts; preventive actions; and alternative approaches for preventing litigation. "Group Interaction and Consensus Building" summarizes the major topics of discussion during the institute. In the concluding statement the practice of preventive law is presented as an important tool with which educators can control their futures. (MD)

ED 257 203 EA 017 749

**Institute on Preventive Law and Technology. Report of an Invitational Institute (Santa Fe, New Mexico, April 7, 1983).**

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—7 Apr 83

Note—116p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Access to Education, Compliance (Legal), Computer Literacy, Contracts, Copyrights, Court Litigation, Educational Change, Educational Legislation, Educational Strategies, \*Educational Technology, \*Educational Trends, Equal Education, \*Futures (of Society), Information Science, Intellectual Property, Laws, Legal Aid, \*Legal Problems, Patents, \*Prevention, Student Rights, Teacher Education, Teacher Role Identifiers—\*Preventive Law

The proceedings of the second Preventive Law Institute, which focused on the legal aspects of educational uses of technology, are included in this report. Following the preface, two overviews (Thomas M. Griffin, Fred "Rick" W. Weingarten) provide an introduction to preventive law for educators and explore the nature of information technology and its application to education. The following two papers are titled "Negotiating Contracts for the Acquisition of Computer Hardware and Software by State Education Agencies and Some Comments on Copyright and Intellectual Property Rights" (Shannon T. Vale) (an outline of this paper is provided in Appendix B) and "Students' Rights: Privacy and Equal Access and Teachers' Traditional Role and Hesitancy to Change" (Thomas M. Griffin). Next is a summary of the discussions of the following four issues: (1) technological effectiveness and computer literacy, (2) equal access and equity; (3) educational changes and teacher training, and (4) the legal issues of contract negotiation and infringement of patents and copyrights on hardware and software. Following this summary is a report of a roundtable discussion of legislative barriers to full use of new technology in education. A closure session, dealing with suggestions, strategies, and resources, is also reported. Appendix A provides the agenda and descriptions of the presenters, participants, and institute staff. (DCS)

ED 257 204 EA 017 751

Gupta, Nina  
**Barriers to the Advancement of Women in Educational Administration: Sources and Remedies.**

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—Mar 83

Note—29p; Prepared for the Women's Leadership Project, sponsored by the American Association

of School Administrators as part of Project AWARE.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrators, Career Development, Career Planning, \*Educational Administration, Elementary Secondary Education, Employed Women, Employment Opportunities, \*Equal Opportunities (Jobs), Fear of Success, Females, Mentors, Networks, Nontraditional Occupations, Occupational Aspiration, Power Structure, Promotion (Occupational), \*Sex Bias, Sex Differences, \*Sex Discrimination, \*Sex Fairness, \*Sex Stereotypes

This paper summarizes barriers that work to keep women in traditional positions within the work world and at the lower levels of organizational hierarchies within educational administration. Three general categories of barriers are outlined. In personal barriers, the first category, personality characteristics, background influences, and socialization patterns function to inhibit women's progress in educational administration. The second category, interpersonal barriers, characterizes the interactions between aspiring women and the dominant power groups (which tend to be white and male). The major types of interpersonal barriers are sex role stereotyping and intergroup polarization. These barriers function to perpetuate myths and biases about women's abilities and group women together in such a way that all women suffer from the failures of a few. Organizational/structural barriers (the third category) occur in many aspects of an agency's functions: recruitment, selection, placement, evaluation, giving rewards, use of power and authority, and other norms and expectations. If educational and occupational equity are to be achieved, it is imperative that barriers be removed. Some strategies for combating these barriers are consciousness raising, career planning, management training, information sharing, mentoring, networking, and retraining. A list of further readings on the subject is provided. (MD)

ED 257 205 EA 017 752

Monaghan, E. Jennifer  
**The Three R's: Notes on the Acquisition of Literacy and Numeracy Skills in Seventeenth-Century New England.**

Pub Date—Apr 84

Note—60p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Historical Materials (060)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Arithmetic, \*Colonial History (United States), Educational Economics, \*Educational History, \*Educational Practices, Elementary Education, \*Literacy Education, Reading Instruction, Sex Role, Writing Instruction Identifiers—\*New England

This paper investigates aspects of literacy and numeracy skills in seventeenth and early eighteenth century New England in order to provide a qualitative context for recent quantitative studies of colonial literacy. Sources include colonial legislation on education and apprenticeship, town records, school-children's textbooks and copybooks, as well as newspaper advertisements. The following conclusions are drawn: (1) basic to all literacy/numeracy instruction was the specific teaching of those skills; (2) literacy and numeracy instruction were offered in the order of the "three R's": reading, then writing, then arithmetic—and each skill presupposed the mastery of the preceding one; (3) subjects were gender-specific; (4) economics lay behind the teaching of writing to boys and sewing to girls; (5) numeracy skills were likewise restricted to boys; (6) colonial requirements for literacy/numeracy became more stringent over time; and (7) teaching was gender-determined as well as learning (men taught writing and arithmetic; women taught reading). Three more tentative conclusions are drawn: Many New England towns may have restricted their schools to boys; the expectation that children would enter town schools knowing how to read proved unrealistic; and women had the opportunity to earn money by teaching reading throughout the colonial period. (Author/TE)

ED 257 206 EA 017 760

**Block Grants: Overview of Experiences to Date and Emerging Issues, Report to the Congress.**  
Comptroller General of the U.S., Washington, D.C.  
Report No.—GAO/HRD-85-46

Pub Date—3 Apr 85



## Note—40p.

Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20877 (free).

Pub Type—Reports - Evaluative (142) - Legal/Legislative/Regulatory Materials (090)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Block Grants, Educational Policy, Federal Aid, \*Federal Legislation, Federal Programs, Federal State Relationship, Politics of Education, \*Program Administration, Program Evaluation, \*Program Implementation, Revenue Sharing, State Action, \*State Federal Aid  
Identifiers—General Accounting Office, Omnibus Budget Reconciliation Act 1981

This report consolidates the information from a series of reports by the General Accounting Office (GAO) on states' fiscal, programmatic, and managerial responses to the Omnibus Budget Reconciliation Act of 1981. Section 1 describes the major issues related to block grant implementation: (1) fiscal strategies adopted by states in response to federal funding changes; (2) alteration of program priorities; (3) interest groups' assessments of state actions; (4) implementation of new management roles; (5) management improvements; and (6) divergent views on desirability of block grants. Section 2 describes key block grant decisions that lie ahead: (a) issues related to funding levels and national allocation procedures; (b) the need for better data to assess program changes and services delivered; (c) state/local dynamics as they relate to public and administrative accountability; (d) the importance of prior involvement; and (e) future GAO efforts to focus on funding and oversight. Two appendices list the series of GAO reports on the implementation of block grants created by the Omnibus Budget Reconciliation Act of 1981 and the categorical programs consolidated into block grants under this Act. (TE)

ED 257 207

EA 017 761

Foerster, James And Others

Management Tools for Bus Maintenance: Current Practices and New Methods. Final Report.  
Illinois Univ., Chicago.

Spons Agency—Urban Mass Transportation Administration (DOT), Washington, D.C.  
Report No.—DOT-I-84-42  
Pub Date—May 83

Note—88p; Prepared by the Urban Transportation Center.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Bus Transportation, Cost Effectiveness, \*Equipment Maintenance, Job Performance, \*Management Information Systems, \*Methods, Planning, Recordkeeping, Reports, \*Service Vehicles.

Identifiers—Failure Analysis, \*Management Practices

Management of bus fleet maintenance requires systematic recordkeeping, management reporting, and work scheduling procedures. Tools for controlling and monitoring routine maintenance activities are in common use. These include defect and fluid consumption reports, work order systems, historical maintenance records, and performance and cost summaries. While these tools are necessary, they are not sufficient for effective maintenance management. Current management methods should be supplemented by strategic planning tools to improve maintenance performance and to control costs. The techniques having the greatest potential for improving cost effectiveness are work methods analysis and standard job time and cost analysis. Failure history analysis and workload and budget forecasting procedures are also expected to improve strategic planning capabilities. These methods logically lead to the development of maintenance policy testing applications. Most of the data required to implement these methods are captured in current reporting processes, but special attention to maintaining accurate and accessible historical records is essential for use of these methods. This report is divided into the following sections: introduction, background, current methods, new techniques, summary and conclusions, references, and appendices. Thirty-seven exhibits and 25 references are provided. The three appendices offer references to related reports and papers, examples of shop and garage reports, and several vehicle replacement decision making models. (Author/DCS)

ED 257 208

EA 017 762

Oliver, Ronald L.

## Teacher Lateral Mobility.

Pub Date—84

Note—39p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, \*Faculty Mobility, Questionnaires, Research Design, Research Methodology, Research Needs, \*Research Utilization, Teacher Attitudes, \*Teacher Employment, \*Teacher Transfer, Teaching (Occupation)

Identifiers—\*Teacher Lateral Mobility

This paper is a reassessment of an original research project (Oliver, 1980) that analyzed the way teachers had decided on lateral job change (i.e., change from one teaching position to another in the same district without a significant increase in pay). The purpose of the reassessment is to examine how the results obtained from the original research study can be used in the educational environment of the future. The instrumentation of the original study is reexamined for validity and reliability, and the results are clarified. This reexamination analyzes the review of the literature, the instruments, and the method of collecting the data. The original recommendations for further study are also clarified in light of this examination, and suggestions are made regarding future analyses of teacher lateral mobility. Appendices provide the original instruments (questionnaires for teachers and principals), original hypotheses, and revised instruments. (TE)

ED 257 209

EA 017 764

Improving New Hampshire's Public Schools. Recommendations of the Committee on Excellence and Equity in Education to the N.H. Legislature, State Board of Education, Local School Boards, Superintendents, Principals, Teachers, Students, Parents, Citizens-at-Large, Business/Industry, and Colleges/Universities.

New Hampshire Univ., Durham. Center for Educational Field Services.

Pub Date—Nov 84

Note—13p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, \*Educational Assessment, Educational Improvement, \*Educational Needs, Educational Objectives, \*Educational Policy, Elementary Secondary Education, Governance, Participative Decision Making, School Community Relationship, School Support, Staff Development, \*State School District Relationship, State Standards, \*Statewide Planning, Teacher Certification, Teacher Recruitment, Teacher Salaries

Identifiers—\*New Hampshire

This report by the Committee on Excellence and Equity in Education provides 38 recommendations for improvement of public elementary and secondary schools in New Hampshire. The committee divided itself into four subcommittees that focused on recommendations pertaining to each of the following groups: (1) State Board of Education, State Department of Education, and State Legislature; (2) school administrators, principals, and school boards; (3) parents, teachers, and students; and (4) business/industry and higher education. The recommendations, presented in summary form, are listed under six major areas: (1) educational goals and programs—4 recommendations; (2) educational standards—5 recommendations; (3) educational leadership—9 recommendations; (4) educational personnel—9 recommendations; (5) resources—8 recommendations; and (6) community role—3 recommendations. Appendices provide the names and addresses of committee members, along with a list of members on each subcommittee. (TE)

ED 257 210

EA 017 766

Truax, Cynthia T.

Student Absenteeism: Explanations, Problems and Possible Solutions.

Pub Date—Apr 85

Note—51p; Exit Project, Indiana University at South Bend.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Persistence, \*Attendance, Attendance Patterns, Discipline Policy, Elementary Secondary Education, Legal Problems, Parent School Relationship, Sanctions, School Community Relationship, \*School Holding Power, \*Truancy

Student absenteeism has become a major concern of educators, parents, and communities. Accord-

ingly, this paper presents a series of annotations of articles addressing three aspects of this problem: (1) explanations of student absenteeism, including descriptions of the habitual offender, along with school, peer, and community influences; (2) problems faced by both the student and the community; and (3) possible solutions to these problems. The latter are grouped under the following subheadings: parental and community involvement, student accountability, behavior modification, and setting a limit (denial of course credit). Included as a word of caution is an article focusing on court litigation arising from academic penalties for absences. A thematic summary of the annotated articles follows, and then general conclusions are drawn from them. The investigation closes with five recommendations: (1) that schools assess the needs of students and of educators and administrators within each school environment before instituting a program to reduce absenteeism; (2) that a cross-section of school personnel, students, and community be involved in developing a program to reduce absenteeism; (3) that students direct and develop programs in schools where peer pressure is a major influence; (4) that policies be specifically directed toward habitually absent students; and (5) that programs and policies be evaluated frequently. A bibliography is included. (TE)

ED 257 211

EA 017 767

Performance-Based Preparation of Principals: A Framework for Improvement. A Special Report of the NASSP Consortium for the Performance-Based Preparation of Principals.

National Association of Secondary School Principals, Reston, Va.

Pub Date—85

Note—45p.

Available from—Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, P.O. Box 3250, Reston, VA 22090 (Order No. 2108504; \$5.00 prepaid; quantity discounts).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Standards, \*Administrator Education, Administrator Qualifications, \*Competency Based Education, Computer Simulation, Decision Making, Elementary Secondary Education, Evaluative Thinking, \*Experiential Learning, \*Internship Programs, Learning Strategies, Principals, Professional Education, Program Effectiveness, \*Program Evaluation, \*Program Improvement, Simulated Environment, Simulation, Skills

Identifiers—Excellence

Preparation programs for principals should have excellent academic and performance based components. In examining the nature of performance based principal preparation this report finds that school administration programs must bridge the gap between conceptual learning in the classroom and the requirements of professional practice. A number of bridging procedures and their drawbacks are examined and include: (1) simulation materials; (2) instructional materials; (3) group processes; and (4) project courses. Administrative experiences in field settings should constitute a significant portion of performance based preparation programs including: course based activities, practice, and internship. The major objective of such an experience should be to develop problem analysis and judgment abilities in future administrators. A matrix rating procedure for evaluating administrator preparation programs is presented along with data from actual ratings of programs at two universities. Suggestions for ways to improve support and recommendations for preparation program improvement are provided. Included in the report are a glossary of the terms used and a reference list. (MD)

ED 257 212

EA 017 768

Morris, Don R.

Some Aggregate Characteristics of the Faculties of Elementary Schools Offering Programming Instruction on Microcomputers.

Pub Date—2 Apr 85

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Computer Oriented Programs, Elementary Education, \*Mi-

crocomputers, Programming, \*School Statistics, State Surveys, Teacher Background, \*Teacher Characteristics

Identifiers—Dade County Public Schools FL

Based on responses to a state survey, 173 public elementary schools of Dade County, Florida, were divided into three groups: those who had no instructional microcomputers; those who had them, but did not offer courses in programming; and those who had them and also offered programming. Aggregate measures of faculty characteristics (level of education, salary, ethnic identity) by school were examined with respect to their contribution to student achievement measures. The percent of faculty with higher degrees correlated higher with student achievement in the group of schools offering programming. However, none of the faculty variables was found to make any appreciable contribution to student achievement in any group, independently of more general variables measuring aspects of student ethnicity and community wealth. (Author/TE)

ED 257 213

EA 017 769

Nottingham, Mary

Public and Professional Expectations for an Effective Educational Leader.

Pub Date—85

Note—6p; Paper presented at the Annual Meeting of the American Association of School Administrators (Atlanta, GA, February 22-25, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administration, \*Administrator Characteristics, Boards of Education, Curriculum, Educational Objectives, Elementary Secondary Education, \*Leadership, Learning Theories, Organizational Effectiveness, Principals, \*School Effectiveness, \*Skills, \*Superintendents

The professional expectations for a superintendent are outlined and organized under three sets of skills. Technical skills, the first set described, include (1) having language skills, (2) understanding teaching and being a teacher, (3) being current on learning theory, (4) being familiar with a variety of curricula, and (5) acting as a liaison between the board and the staff. The second set—conceptual skills—include (1) being a visionary, (2) clarifying goals, (3) understanding organizational systems, (4) having good judgment, and (5) understanding community power structures. Human skills, the third set, are important qualities for an effective superintendent and include (1) negotiation abilities, (2) catalytic leadership, (3) empathy, (4) high expectations, (5) loyalty, (6) maturity, and (7) a sense of humor. (MD)

ED 257 214

EA 017 770

Nottingham, Mary

Philosophies, Goals and Objectives for Education.

Pub Date—85

Note—11p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Objectives, \*Definitions, \*Educational Objectives, \*Educational Philosophy, Educational Planning, \*Educational Principles, Elementary Secondary Education, Management by Objectives, \*Organizational Objectives, Program Development, Student Educational Objectives

This paper addresses the lack of a clear definition in the educational profession of such key terms as philosophies, goals, and objectives. Accordingly, a clear rationale and definition is proposed for each of these terms, along with examples illustrating their appropriate use. An educational philosophy is defined as a statement of motivating concepts and beliefs developed by the community, the school board, and the superintendent. A goal is a long-range statement of intent derived from the philosophy, whose purpose is to provide guidelines for action. They are classified hierarchically as district goals, school-level goals, and program goals, each reflecting the higher-level goals respectively. Mission statements, derived from goals, define specifically what is to be accomplished and are generally followed by task analysis. Finally, objectives are measurable statements that clarify what can be expected of students as a result of instruction and learning activities. Examples are given of performance objectives, program objectives, and process objectives. (TE)

ED 257 215

EA 017 771

Nottingham, Mary

Teacher Appraisal for Career Ladders.

Pub Date—85

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Ladders, Educational Objectives, \*Evaluation Methods, \*Instructional Development, Principals, Student Evaluation of Teacher Performance, Teacher Administrator Relationship, Teacher Effectiveness, \*Teacher Evaluation, Teaching Methods

Identifiers—Idaho School Improvement Act 1984

This paper was written in response to the Idaho Teacher Excellence Program (part of the Idaho School Improvement Act of 1984) to assist districts in developing teacher appraisal programs. Central to effective teacher appraisal systems is a clearly defined purpose, i.e., the improvement of instruction. The system used should distinguish between evaluation of teaching ability and evaluation of teachers, and should be limited to evaluating the teacher's classroom effectiveness. Thorough training of administrators and teachers is an absolute necessity for the evaluation process. Such training ensures that an understanding of a definition for good teaching is present in the evaluation process. Two teacher appraisal instruments are presented. The first is an adapted instrument that is intended as a reference point for developing an appraisal guide. The second includes lists of evaluation items under five categories. An appraisal instrument could use items from this list with a three point scale. Alternative data sources that can be included in evaluation are student evaluations and artifact collection (including lesson guides, assignments, tests, and practice activities). The appraisal system in a school district should be collaboratively developed. (MD)

ED 257 216

EA 017 772

Abbott, Carol Iddins

Harper, H. James, Ed.

A Sure Bet: Business & Education Together. A Handbook for Chamber of Commerce Education Committees.

California Chamber of Commerce, Sacramento. Education Dept.

Pub Date—Feb 85

Note—107p; Developed by Project BET.

Available from—Publication-Education Department, California Chamber of Commerce, P.O. Box 1736, Sacramento, CA 95808 (\$10.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Career Education, \*Cooperative Education, \*Cooperative Programs, Program Administration, \*Program Implementation, \*School Business Relationship, School Involvement, School Support, Secondary Education, Shared Services, Vocational Education

Identifiers—California Chamber of Commerce, \*Project BET

Project BET (Business and Education Together) was initiated by the California Chamber of Commerce in January 1984 to assist local chambers of commerce in developing long-term school-business partnerships. This handbook, based on work with six pilot chambers of commerce, offers a step-by-step process guide to school-business partnerships, along with worksheets and support materials. Chapter 1 provides an overview of why businesses are concerned with education and how the chamber of commerce can help in promoting and coordinating partnerships. Chapter 2, "Getting Started," explains how to form a committee, gain commitments, plan, and implement a partnership program. Chapter 3 describes types of partnership programs and subject-by-subject ideas on how to involve the expertise of business. Chapter 4, "Maintaining the Effort," provides guidelines for appointing program coordinators and for planning evaluation and public relations strategies for the partnership effort. Fifteen appendixes provide guides, handouts, and support materials for education committees. (TE)

ED 257 217

EA 017 773

Using Michigan K-12 Program Standards of Quality for School Improvement Planning.

Michigan State Board of Education, Lansing.

Pub Date—Mar 85

Note—49p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Educational Quality, Elementary Secondary Education, Evaluation Methods, Guidelines, \*Program Evaluation, \*School Effectiveness, State School District Relationship, \*State Standards, Surveys

Identifiers—Michigan State Board of Education,

Utica Community School District MI

This manual provides suggestions for implementing a school improvement process using selected program and content areas from the Michigan State Board of Education-approved K-12 Program Standards of Quality. The suggestions were made by school district staffs that took part in the field test of the document during the 1983-84 school year. The first section outlines nine steps for implementing the standards: (1) establish a school improvement committee, (2) define an effective school, (3) analyze student performance, (4) analyze the school program, (5) select areas for attention, (6) develop a school improvement plan of action, (7) monitor the implementation, (8) evaluate the results, and (9) recycle (i.e., re-evaluate continuously). Thereafter, five chapters present the following instruments: (1) a checklist for determining areas to be studied, (2) directions for completing the subsequent survey, (3) directions for surveying teachers' perceptions of overall student achievement, (4) directions for determining desirability by staff of program standards, and (5) a sample of completed standards and recommendations. (TE)

ED 257 218

EA 017 774

Stevens, Betty, Ed.

School Effectiveness: Eight Variables that Make a Difference.

Michigan State Board of Education, Lansing.

Pub Date—Mar 85

Note—37p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, \*Classroom Environment, \*Educational Development, \*Educational Research, Elementary Secondary Education, \*Leadership, Parent Participation, Positive Reinforcement, \*Principals, \*School Effectiveness, Student Reaction, Teacher Effectiveness, Time on Task, Tutoring

Identifiers—Michigan

The Michigan Department of Education with assistance from the Educational Testing Service has compiled the results of valid educational research studies on specific topics into a report to be used as a guide for developing effective schools. It is intended for use by practitioners to help bridge the gap between educational researchers and teachers/practitioners. The report is divided into eight sections, each of which defines one variable shown by research to make a difference in pupil achievement. Included within each section are ideas for applying research findings in a school setting as well as a bibliography. The eight variables are (1) principal expectations, (2) teacher expectations, (3) time on task, (4) classroom organization, (5) reinforcement and feedback, (6) tutoring, (7) recitation, and (8) parental involvement. (MD)

ED 257 219

EA 017 775

Manual for Public School Facilities: Fire Prevention and Fire Inspection.

New York State Education Dept., Albany. Bureau of Educational Management Services.

Report No.—NYSED-84-7811

Pub Date—84

Note—40p.

Pub Type—Guides - Non-Classroom (055)—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Compliance (Legal), Costs, \*Educational Facilities, Elementary Secondary Education, \*Facility Guidelines, \*Fire Protection, \*Inspection, Prevention, \*Public Schools, Reports, \*State Standards

Identifiers—Appeals (Hearings), \*New York

This manual is designed for use by New York public school administrators and facility inspectors, providing instruction for completing the state's Fire Safety Report. It provides background information and details about the State Fire Prevention and Building Code and regulations, and explains the inspection and enforcement processes. One-third of the manual is devoted to the following sections: Introduction, Fire Safety Standards, Enforcement of Fire Safety Standards, Fire Inspection Process, Directions for Completing Fire Inspection Report, Disputes and Procedures for Appeal, and Financial Considerations. The remainder of the manual provides the following 11 appendixes: Retroactive Code Provisions, Section 155.3 of the Regulations of the Commissioner of Education, Fire Inspection Zones, Section 807-a of the Education Law, Section 155.4 of the Regulations of the Commissioner of Education, Leased Facilities, Formula for Certificates of

Occupancy, Format for Violation Correction Plan, Ignition Factor, Section 409-b of the Education Law, and Petition Instructions for Appeal to Board of Review. (DCS)

ED 257 220 EA 017 776

Cooley, Van E. Thompson, Jay C., Jr.  
Staff Development: A 1984 Study of the Fifty States.

Pub Date—Nov 84

Note—8p; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (9th, Orlando, FL, November 16-20, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Trends, Elementary Secondary Education, Information Services, National Surveys, Program Development, Program Implementation, School Funds, \*Staff Development, \*State Action, \*State Aid, State Legislation, \*State Programs, \*State School District Relationship, \*State Standards

To determine the extent of state-mandated staff development activity in the states, a study involving the chief education officer from each of the 50 states was conducted, and the results are reported in this paper. The study and report focus on the following: (1) states mandating staff development programs; (2) states planning legislation pertaining to staff development; (3) informational support that states provide local education associations in the development, operationalization, maintenance, and growth of staff development programs; and (4) financial support provided by states to local education associations. (DCS)

ED 257 221 EA 017 787

Miner, John B.  
Using Managerial Role Motivation Training to Overcome Motivational Deficiencies.

Pub Date—28 Aug 84

Note—7p.

Available from—Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, \*Business Administration, Leadership Training, \*Management Development, Managerial Occupations, \*Motivation, Personality, Personality Change, \*Productivity, \*Professional Development, Research, Self Concept, Skill Development, Training Methods

Research on motivation to manage can be summarized in five points: (1) motivation to manage is a major factor for success; (2) motivation to manage declined in students from the 1960's to the 1970's; (3) this decline is evident in the relevant age groups; (4) differences between United States students and foreign students place the United States at a disadvantage; and (5) managerial role motivation training is an approach to alleviate this problem. The training takes a variety of forms, but all the variants cast participants in a managerial role, with the primary approach being a mixture of lecture and discussion. Studies of the success and effects on participants of these training programs are summarized as follows: Participants in 90 percent of the programs studied increased their motivation to manage; participants increased their desire to exercise power; and women changed in these programs as readily as did men. Two questions are raised: How can basic personality be changed? Are other kinds of training as good or better? The author points out that managerial role motivation training does not cause basic personality change. Other types of training have been studied and appear to have something in common with managerial role motivation training. Until comparative research and cost benefit analyses are completed, the positive evidence in the studies of managerial role motivation training recommends it as the way to cope with the management talent shortages. (MD)

ED 257 222 EA 017 788

Behling, Herman E., Jr.  
The Effective School. Monograph Series No. 10. Maryland Association of Teacher Educators; Maryland State Dept. of Education, Baltimore.  
Pub Date—84  
Note—23p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Achievement Gains, Administrator Characteristics, \*Educational Environment, \*Educational Research, Elementary Secondary Education, Leadership, \*Principals, Research Methodology, \*School Effectiveness, Values

Identifiers—Administrator Behavior, \*Effective Schools Research, Instructional Leadership

This survey of the effective schools research findings briefly comments on the research methodology of the studies cited, then lists the research findings related to school processes and outcomes and to the principal. Those findings related to school processes and outcomes are divided into the following categories: A Safe and Orderly Environment, School Climate, School Values and Norms, and Improved Student Achievement. Findings related to the principal are discussed under the following categories: The Debate on Instructional Leadership, Characteristics of Effective Principals, and Descriptive Studies—The Journalists' Report. Concluding remarks and a bibliography listing 37 references are also included. (DCS)

ED 257 223 EA 017 789

Farber, Irvin J. Lytle, James H.  
Survey of Secondary School Principals: Building Engineer Reporting Line Change. Report No. 8425.

Philadelphia School District, PA. Office of Planning, Research and Evaluation.

Pub Date—Apr 84

Note—24p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Administrator Responsibility, Cleaning, Educational Facilities Planning, Elementary Secondary Education, Principals, Questionnaires, \*School Based Management, \*School Maintenance, \*School Supervision

Identifiers—Philadelphia School District PA  
This paper reports the results of a questionnaire distributed to all Philadelphia secondary school principals (with returns from 68 percent), eliciting their reactions to various aspects of the transfer to them of line authority for building engineers. Responses indicate that the process of assuming supervisory responsibility was not yet complete, though more complete in senior high schools than in junior high or middle schools. Likewise, indicators of the beneficial effects of this program on building maintenance and cleanliness were reported more often at the senior high than at the junior high or middle school levels. Benefits of the change reported by the principals included greater ease in ordering custodial supplies, greater authority over the custodial function, and a closer working relationship with the building engineer. The major disadvantage of the program was seen to be the amount of administrative time it requires. Suggestions were offered for followup conferences and additional staff development sessions. Two appendices provide a tally of responses to each question on the questionnaire and a copy of the maintenance and operations reporting survey. (TE)

ED 257 224 EA 017 826

Romberg, Thomas A., Ed.  
Toward Effective Schooling: The IGE Experience. Wisconsin Center for Education Research, Madison.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-8191-4581-5

Pub Date—85

Grant—NIE-G-81-0009

Note—239p.

Available from—Customer Service, University Press of America, 4720 Boston Way, Lanham, MD 20706 (Paperback—ISBN-4581-5, \$11.75 plus \$1.25 postage; Cloth Cover—ISBN-4580-7, \$22.75 plus \$1.25 postage; prepayment required; quantity discounts).

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Ability Grouping, Curriculum Evaluation, Educational Objectives, \*Elementary Education, \*Individualized Education Programs, Individualized Instruction, Instructional Design, \*Instructional Innovation, \*Instructional Systems, Nontraditional Education, Program Effectiveness, \*Program Evaluation, Program Validation, School Effectiveness, School Organization Identifiers—\*Individually Guided Education

This book is a collection of essays by various authors documenting the development and evaluation of Individually Guided Education (IGE), a planned attempt, involving thousands of scholars and practitioners, to produce more effective elementary schools. Part 1, "An Attempt to Restructure Elementary Schooling," consists of three chapters describing IGE. Chapter 1 delineates the assumptions of IGE in the context of school reform efforts of the past quarter century. Chapter 2 outlines the intentions, components, and implementation strategies of the IGE program, while chapter 3 describes the plan for evaluating IGE. In part 2, "The Effects of Planned Change," five chapters summarize the evidence gathered in the IGE evaluation project. Chapter 4 summarizes the data concerning whether IGE "really happened" in schools, while chapters 5 to 8 summarize the findings from each of the four phases of the project: a large sample causal study, on-site validation of IGE implementation, a field study of six IGE schools, and five curriculum studies. Part 3 concludes the book with a single chapter (chapter 9) discussing the implications of IGE and its evaluation. A list of presentations and publications associated with the project is included. (TE)

## EC

ED 257 225 EC 172 551

Educational Assessment: A Guide for Teachers of the Learning Disabled. Revised Edition. Bulletin No. 5232.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children and Pupil Services.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No.—WSDPI-Bull-5232

Pub Date—85

Note—114p; Revision of ED 245 444.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Classroom Observation Techniques, Educational Diagnosis, Elementary Secondary Education, Evaluation Methods, Handicap Identification, \*Learning Disabilities, State Standards, \*Student Evaluation, \*Testing

Identifiers—\*Wisconsin

Intended for teachers of the learning disabled (LD), the guide addresses philosophical and procedural issues in assessment. The first section introduces a philosophical framework which views assessment as an ongoing, goal-directed, integral part of the overall educational process. The remainder of the guide focuses on Wisconsin's procedures for assessment and touches upon the following aspects: the state's criteria for LD; the multidisciplinary team's role; LD assessment report guidelines; classroom teacher reports; classroom observation cues and guides; interview ideas for students, parents and teachers; diagnosis through teaching; curriculum-based assessment; and instrumentation and technical adequacy of commonly used tests. A list of selected professional readings is followed by a glossary of approximately 70 terms. (CL)

ED 257 226 EC 172 552

McLean, James E. And Others

Inservice Leadership Training for Speech-Language and Special Education Personnel. Final Report.

Kansas Univ., Lawrence.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—1 Nov 84

Grant—G008101822

Note—292p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Cognitive Development, \*Communication Skills, Cost Effectiveness, Interdisciplinary Approach, Intervention, \*Language Acquisition, Linguistics, Models, \*Severe Disabilities, \*Special Education Teachers, \*Speech Therapy, Student Evaluation, \*Teacher Workshops, Therapists

This report describes a project which targeted two-person teams of leadership-level personnel in special education and speech/language pathology for training in child language to serve severely handicapped non-verbal children. A "pyramid" training



model was used and these primary trainees conducted additional training with teachers and clinicians in their home districts/agencies upon completion of their own training. Five primary workshops, each including five to seven interdisciplinary teams of leadership-level, inservice professionals were conducted over a period of about 2 years. Training consisted of 6 days of intensive workshop activity which involved reading, group discussion, and viewing of eight instructional videotape programs. The content areas covered included: (1) an overview of the nature of human communication and language; (2) cognitive bases of early communication and language; (3) social bases of early communication and language; (4) early stages and processes in the development of receptive, expressive and discourse linguistic skills; (5) nature and role of caregiver-child interaction in early communication and language development; (6) specific taxonomies or units of analysis to describe child performances; (7) principles of communication assessment and treatment for nonverbal students/clients; and (8) principles of communication assessment and treatment for language using, but severely language-deficient students/clients. Project staff also followed up with each team of primary trainees to obtain feedback on the applications that were made of this material in each trainee's home agency; and to assist trainees in planning, implementing and evaluating training activities they conducted in their home agencies. The evaluation of this project focused on both effectiveness and cost benefits. In terms of long-term impact, these trainees provided training to an additional 826 inservice professionals and impacted on a total of 12,853 severely handicapped children. (Author/CL)

ED 257 227 EC 172 553

Blanton, Richard L. And Others.  
Sensory Discrimination, Generalization and Language Training of Autistic Children. Final Report.

Vanderbilt Univ., Nashville, Tenn.  
Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—1 Jun 84  
Grant—6007604305  
Note—126p.

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC06 Plus Postage.  
Descriptors—Attention, \*Autism, Classification, Computer Assisted Instruction, Contingency Management, \*Discrimination Learning, \*Generalization, \*Psychosis, Reinforcement, \*Sensory Training, \*Student Evaluation

The report presents summaries of 11 studies performed on 25-42 autistic students in a residential center to investigate processes of discrimination and response acquisition using automated reinforcement technology and exact timing procedures. The computer operated display and recording system for language and discrimination training is described and diagrammed. Eleven studies using the system are then presented, with information and analysis of the following topics: (1) consistency among commonly used procedures for assessment of abnormal children; (2) classification of abnormal children: discrimination learning ability; (3) sustained responding under intermittent reinforcement in psychotic children; (4) auto-shaping of abnormal children; (5) relationships among two experimental and four psychometric assessments; (6) the relationship between rate of rhythmicity and stereotypic behaviors; (7) intrinsic and extrinsic reinforcement value and sign formations as factors in the sign language training of autistic children; (8) preattention and attention in developmentally delayed children; (9) oddity performance and the perception of relational information; (10) the effect of contingent vs. non-contingent presentation of rhythmic asynchronous stimulation on the stereotyped behavior of children with autism; (11) an automated research and training system for child-clinical populations. (CL)

ED 257 228 EC 172 554

Attitudes toward Handicapped People, Past and Present. Bibliography No. 85-1.

Library of Congress, Washington, D.C. Div. for the Blind and Physically Handicapped.

Pub Date—Dec 84  
Note—20p.  
Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Annotated Bibliographies, \*Attitude

Change, Attitudes, \*Disabilities, Films  
Identifiers—\*Attitudes toward Disabled  
The annotated bibliography contains references on approximately 80 books and periodical articles, films, and bibliographies about attitudes towards persons with disabilities and about changing negative attitudes. It is explained that selections were made on the basis of interest to the general reader. Entries are grouped alphabetically by author for books, periodical articles, and bibliographies, and by title for films. Most citations include author, title, source, date, pagination, and availability as well as a brief summary of content. (CL)

ED 257 229 EC 172 556

The Turning Point: New Directions for Special Education.

New Jersey Special Education Commission, Trenton.

Pub Date—Jan 85  
Note—35p.  
Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Delivery Systems, \*Disabilities, Elementary Secondary Education, Financial Policy, Inservice Teacher Education, \*State Federal Aid, \*Teacher Education, \*Teamwork

Identifiers—\*New Jersey

The booklet summarizes recommendations of the New Jersey Education Study Commission regarding program options, the role and functions of the child study team in the local setting, teacher training, and special education funding. Recommendations for program options focus on a categorical system based on educational needs: (1) general education program with intervention, (2) general education program with related services, (3) part-time special education program, and (4) full-time special education program. Recommendations regarding the child study team fall into the areas of consultation, prevention, intervention, and assessment. Among recommendations for training and development are strengthened practicum components, enforcement of the requirements for a Comprehensive System of Personnel Development, and set-aside of P.L. 94-142 funds for inservice training. Among recommendations regarding funding are determination of costs on a program basis, emphasis on early prevention of handicapping conditions, and provision of state aid during the same year as that of service delivery. A discussion of recommendations follows each of the four topic areas. (CL)

ED 257 230 EC 172 557

Carter, John L.  
Application of Biofeedback Relaxation Procedures to Handicapped Children: Final Report.

Houston Univ., Tex.  
Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—10 Jan 84  
Grant—G008001608  
Note—50p.

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Biofeedback, Elementary Education, \*Learning Disabilities, \*Relaxation Training, \*Specialists, \*Teacher Role

A series of studies examined the effects of biofeedback and relaxation on performance of learning disabled (LD) students. In study 1, 114 LD students received a randomly assigned treatment combination twice a week for 6 weeks. Four individual treatment components included electromyographic biofeedback monitoring, handwriting practice, pre-recorded relaxation tapes, and homework. Results of pre- and post-test scores on a battery of tests revealed that biofeedback training and listening to relaxation tapes, especially in combination, appeared to enhance general attention level and verbal facility. In a second study, it was found that teachers can deliver a relaxation program within the school and obtain significant improvement in the basic academic skills of their learning disabled students. A final study field-tested a self-contained instructional training package for use by teachers of learning disabled students. The studies suggested that trained clinicians were able to bring about greater gains in academic performance than were teachers who had little clinical training, especially with the complex biofeedback instruments. (CL)

ED 257 231 EC 172 558

Weintraub, Laura S.  
Integration Factors and Educational Planning for

Developmentally Delayed Children: A Review of the Literature.

Metropolitan Separate School Board, Toronto (Ontario); Metropolitan Toronto School Board (Ontario).

Pub Date—Apr 83  
Note—78p.; An Executive Summary is included.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, Incidence, Program Development, \*Severe Mental Retardation, Student Evaluation, \*Student Placement

The paper presents a review of research issues in serving severely and profoundly retarded students in integrated settings. Five general areas are reviewed: incidence studies, population descriptions, assessment considerations, curriculum approaches (individualization, curriculum focuses, motor skills, self-help and play skills, communication skills, and academic skills), and systems (teachers, resources, parents, and community). A series of recommendations are offered for policy and methodology concerns, assessment and placement approaches, curriculum and classroom management, and systemic supports and resources. (CL)

ED 257 232 EC 172 559

Ogle, Peggy  
Being Human: A Resource Guide in Human Growth and Development for the Developmentally Disabled.

Florida State Dept. of Health and Rehabilitative Services, Tallahassee.

Pub Date—Jan 83  
Note—206p.; Developed by the Developmental Services Program Office. Funded through a grant from the Developmental Disabilities Council.

Pub Type—Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Child Development, \*Developmental Disabilities, Elementary Secondary Education, \*Health, Hygiene, \*Physical Development, Resource Materials, \*Sex Education, \*Social Development

The resource guide is intended to help practitioners develop curricula in human growth and development for developmentally disabled students. A matrix guide is presented for evaluating clients in three domains (social identity, health and hygiene, and physiological identity). Behavioral indicators are then noted which relate to adaptive behaviors associated with psychosocial development. The next three sections list available information for training in the areas of social identity (such as relationships, decisionmaking, legal rights), physiological identity (including physical maturation, aging, pregnancy), and health and hygiene (nutrition, exercise, disease). Additional resources are provided along with a bibliography and publishers' list. (CL)

ED 257 233 EC 172 560

Rein, RaeLynn Fellingner  
Observational Study of the Use of Verbal Perseverations by Persons with Autism: Final Report, 8/83-10/84.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—84  
Note—197p.; Ph.D. Dissertation, University of California, Los Angeles.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Autism, \*Communication Skills, \*Elementary Secondary Education

Identifiers—\*Perseveration

To assess whether verbal perseverations were used with communicative intent, 15 persons with autism (9-26 years old) were observed throughout four composite school or work days. Data were collected using an event-sampling procedure, with utterances coded according to function, setting, and response of listeners. Among results were that approximately 17% of the total number of utterances observed were verbal perseverations; and the majority of all utterances were used with communicative intent; that all utterances occurred most often in work settings, followed in order by transition and free time; and that the most common response to all utterances was neutral in nature, followed by no response. (CL)

ED 257 234 EC 172 561

Russell, Don W., Ed.

**Igniting Creativity and Planning for Your Gifted Students.**

North Carolina Association for the Gifted and Talented, Winston-Salem.

Pub Date—84

Note—79p.

Available from—North Carolina Association for the Gifted and Talented, 1756 Stonewood Dr., Winston-Salem, NC 27103 (\$6.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Exploration, \*Creative Development, \*Creativity, Elementary Secondary Education, \*Gifted, Language Arts, \*Learning Activities, Mathematics Instruction, Science Instruction, Social Studies, Units of Study

The collection of instructional plans is designed to offer samples of strategies and ideas to teachers involved with gifted students. Approximately 30 plans are presented for the following areas (sample sub-topics in science (atomic fusion), social studies (mores and folkways), mathematics (spatial relations), health and physiology, philosophy, and language arts (literature)). Each plan includes information on study area and level, suggested broad goals, instructional objectives, activities, directions and instructions, materials and resources, and evaluation. A second section presents units on mythology, courage/fear, career exploration in science, folk and fairy tales, and on recent changes in American society. (CL)

ED 257 235

EC 172 562

White, Warren J. And Others

**An Examination of Variability in Identification of Learning Disabled Students according to Selected Discrepancy Formulas over a Three Year Period.**

Kansas State Univ., Manhattan.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—30 Oct 84

Grant—G008300023

Note—45p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, \*Evaluation Methods, \*Handicap Identification, \*Learning Disabilities

Cumulative files on 276 students (grades 2-12) identified as learning disabled (LD) were analyzed in the project designed to investigate effects of LD selection formulas and the influence of various LD services. Analyses revealed that few (3-5%) of the students were identified as LD by formulas demanding a substantial IQ achievement discrepancy; a significant decline in achievement from time of placement to time of reevaluation while mean IQ remained constant; and a paucity of significant results linking such characteristics as birth order and parental occupational status with learning disabilities. Students in self-contained classes tended to be more discrepant over time, particularly in the area of written expression. White Ss tended to be more discrepant in reading and math than black Ss. Evaluation instruments and data tables are appended. (CL)

ED 257 236

EC 172 563

McGreevy, Patrick And Others

**A Comparison of Two Approaches to Home-Based Training for Parents of Severely Handicapped Preschool Children. Final Report.**

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Jul 84

Grant—G008300195

Note—65p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Daily Living Skills, \*Home Programs, Parent Child Relationship, \*Parent Education, \*Preschool Children, Preschool Education, \*Severe Disabilities, \*Skill Development

Identifiers—\*Individualized Curriculum Sequencing Model, \*Massed Practice  
Parents of 16 severely handicapped preschoolers were trained to use the Individualized Curriculum Sequencing (ICS) model—an approach to increase functioning skills. Training and consultation took place in the home. The ICS format incorporates features of skill clusters; concurrent task sequencing; training in functional settings; functional, age-appropriate materials and tasks; distributed trials; and stimulus variation. The ICS format was

compared to the massed trial training (MTT) format in terms of parent participation and acquisition and maintenance of new skills by the children. Analysis of data is provided, including responses to effects of the ICS model and the massed trial training approach in terms of aims met, days required to reach aim, and rate of acquisition (gain score). When given a choice, parents showed a slight preference for MTT. (CL)

ED 257 237

EC 172 564

Karchmer, Michael A. Allen, Thomas E.

**Adaptation and Standardization, Stanford Achievement Test (Seventh Edition) for Use with Hearing Impaired Students. Final Report.**

Gallaudet Research Inst., Washington, DC. Center for Assessment and Demographic Studies.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—26 Oct 84

Grant—G008300004

Note—251p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Achievement Tests, Elementary Secondary Education, \*Hearing Impairments, \*Test Construction, Test Format, \*Testing, Test Norms, Test Reliability, Test Validity

Identifiers—\*Stanford Achievement Tests for Hearing Impaired

The final report describes the accomplishments of an 18-month study designed to adapt and standardize the 7th Edition of the Stanford Achievement Test with a national, randomly drawn sample of hearing-impaired students. The following objectives were accomplished: (1) test material and special procedures were developed and disseminated; (2) the test (Form E) was administered to 8,332 students with the use of special procedures developed as part of the project; (3) age-based percentile rank norms for hearing-impaired students were computed; (4) computerized test score programs were developed which prepared individual student reports, including the hearing-impaired norms; (5) computerized data files, including achievement, demographic, handicapping, and curriculum information, were statistically analyzed; (6) forms E and F of the Stanford were administered to a second randomly drawn sample of about 900 hearing-impaired students to establish parallel forms reliability; (7) the technical manual was outlined and about 60% of the planned statistical analyses were completed; and (8) eight national workshops were carried out instructing teachers on the administration and interpretation of the new test. Two papers are also presented, on screening procedures for assigning students to the appropriate levels of the Stanford Achievement Test and on achievement patterns of hearing impaired students. (Author/CL)

ED 257 238

EC 172 565

**Unlocking Doors: A Guide to Effective Communication.**

PACER Center, Inc., Minneapolis, MN.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—[81]

Note—66p.

Available from—PACER Center, Inc., (Parent Advocacy Coalition for Educational Rights), 4826 Chicago Ave. So., Minneapolis, MN 55417 (\$2.50 each; \$2.00 each for multiple copies).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Assertiveness, \*Disabilities, Elementary Secondary Education, Parent Role, \*Parent Teacher Cooperation, Special Education

The booklet is intended to help parents understand and acquire more assertive communication styles in matters of special education. Assertive behavior is introduced, distinguished from less productive behavior styles, and considered in terms of barriers to effectiveness. The booklet proceeds with a discussion of basic legal and human rights that provide the foundation for people standing up for themselves. The mental attitudes that may prevent assertiveness are noted. The remainder of the information focuses on actual skills comprising assertive behavior, including language, techniques to handle aggression, physical appearance, and listening. (CL)

ED 257 239

EC 172 566

Binkard, Betty And Others

**A Guidebook for Parents of Children with Emo-**

tional Disorders.

PACER Center, Inc., Minneapolis, MN.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—Oct 84

Note—82p.

Available from—PACER Center, Inc., (Parent Advocacy Coalition for Educational Rights), 4826 Chicago Ave. So., Minneapolis, MN 55417 (\$6.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavior Disorders, Elementary Secondary Education, \*Emotional Disturbances, \*Intervention, Parent Materials, \*Parent Role, Personal Narratives, Services, Student Characteristics, Therapy

Identifiers—\*Minnesota

Intended for parents of emotionally disturbed children, the booklet presents background information on the nature and treatment of emotional disorders. Two accounts by parents are provided. Among topics covered in section 1 are identification, characteristics, types of programs (residential and non-residential), types of professionals, different kinds of therapies (psychotherapy, behavior therapy), school services, parent role, and a model program for elementary students with emotional/behavior disorders. Section 2 details publicly supported services and programs in Minnesota, including hospital-based programs, community mental health centers, county services, and residential treatment centers. (CL)

ED 257 240

EC 172 567

Goldberg, Paula F. And Others

**The Parents Helping Parents and Count Me In**

**Projects: Evaluation Report, 1982-1983.**

PACER Center, Inc., Minneapolis, MN.

Spons Agency—Bremer (Otto) Foundation, St. Paul, Minn.; Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—Aug 83

Note—67p.; Also funded by the McKnight Foundation. For 1983-1984 Evaluation Report, see EC 172 568.

Available from—PACER Center Inc., (Parent Advocacy Coalition for Educational Rights), 4826 Chicago Ave. So., Minneapolis, MN 55417 (\$1.00).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advocacy, \*Attitude Change, \*Disabilities, Elementary Secondary Education, \*Parent Education, Program Evaluation, Puppetry, State Programs, Volunteers

Identifiers—\*PACER Center MN

The paper reports evaluation findings for 1982-83 of the PACER Center (Parent Advocacy Coalition for Educational Rights). Section 1 addresses PACER's parent training project incorporating five levels of activity: public information, general parent workshops, special workshops, advocacy training, and individual information and advocacy assistance. Also briefly noted are the Center's bilingual and replication projects. The Count Me In project, which seeks to foster positive attitudes about handicapped people through puppet shows, is evaluated in the second section. Four levels of activity are addressed in this project: public information, volunteer training, trainers and replication, and puppet show presentation. (CL)

ED 257 241

EC 172 568

Goldberg, Paula F. And Others

**The Parents Helping Parents and Count Me In**

**Projects: Evaluation Report, 1983-1984.**

PACER Center, Inc., Minneapolis, MN.

Spons Agency—Bremer (Otto) Foundation, St. Paul, Minn.; Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—Aug 84

Note—71p.; For 1982-1983 Evaluation Report, see EC 172 567.

Available from—PACER Center, Inc., (Parent Advocacy Coalition for Educational Rights), 4826 Chicago Ave. So., Minneapolis, MN 55417 (\$1.00).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Advocacy, \*Attitude Change, \*Disabilities, Elementary Secondary Education, \*Parent Education, Program Evaluation, Puppetry, State Programs, Volunteers  
Identifiers—PACER Center MN

The report presents 1983-84 evaluative data on two projects sponsored by the PACER Center (the Parent Advocacy Coalition for Educational Rights): a statewide parent training program and a program designed to foster positive attitudes about handicapped persons. The parent training program is analyzed in terms of five levels of activity: public information, general parent workshops, special workshops, advocacy training, and individual information and advocacy assistance. The attitude-change program, Count Me In, includes components of public information, volunteer training, trainer training, and puppet show presentations. The project expanded its handicap awareness program to junior high students. (CL)

ED 257 242 EC 172 569

Where to Turn. Revised.

Alaska Governor's Council for the Handicapped and Gifted, Fairbanks.

Spons Agency—Alaska Crippled Children & Adults, Fairbanks.

Pub Date—Jan 84

Note—66p; Funding was also provided by DeKrey Communications.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Disabilities, Elementary Secondary Education, Health Services, Recreation, \*Resource Materials, Respite Care, Special Education, \*State Programs  
Identifiers—\*Alaska

Intended for parents of children with disabilities, the booklet lists types and addresses of resources available in Alaska. Resources are organized according to the following types of services: support services, medical and health services, education, respite care, day care, homemaker and home health aides, residential services, vocational services, transportation, recreation, legal and protective services, guardianship, and financial assistance. Listings include name, address, and phone numbers. Additional sections present information on related reading, newsletters, national associations, Division of Family and Youth Services, and the Division of Public Assistance. (CL)

ED 257 243 EC 172 570

Dromi, Esther. Beny-Noked, Sara

Topic Initiation and Sustaining in Conversations of Language Impaired Children with Their Mothers.

Pub Date—Oct 84

Note—15p; Paper presented at the Boston University Conference on Language Development (9th, Boston, MA, October, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, \*Interaction, \*Language Acquisition, \*Mothers, Speech Therapy, Young Children

The study compared conversations of mothers with language impaired children-LIC (4-6 years old) to conversations of mothers with linguistically achieving children. The experimental group consisted of 8 mother-child dyads, and 2 control groups consisted of 16 dyads, matched to chronological and linguistic age. Each dyad was recorded in two versions of a storytelling task and a task of playing with toys. Analysis revealed that conversations of mothers and LIC in the storytelling condition were the shortest, included the highest proportion of mothers' monologues, and were imbalanced with mothers showing the dominant pattern. In the playing condition, the results were markedly different. In six variables (compared with only one in storytelling), the experimental Ss manifested similar behaviors to both control groups. It was suggested that mothers should be instructed in therapy to use the context of storytelling for developing interactive conversations. (CL)

ED 257 244 EC 172 571

Mandell, Colleen

Developing Individualized Parent Participation Programs (IPPP). Final Report, September 1, 1983-August 31, 1984.

Bowling Green State Univ., OH. Dept. of Special Education.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—31 Aug 84

Grant—G008300318

Note—124p; For a related handbook, see EC 172 572.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Disabilities, \*Family Characteristics, \*Individualized Programs, \*Needs Assessment, \*Parent Participation, Profiles, Test Construction

The report describes the intent and accomplishments of a project designed to develop a system for increasing the level of parents' involvement in their handicapped child's education program. To identify factors related to parents' involvement in specific types of parent programs and activities, the Parent Needs Assessment Inventory (PNAI) was developed. The PNAI consisted of four instruments measuring family background data, feelings about having a handicapped child, involvement in the community, and educational program ratings. A recording system was also devised to determine level of parent involvement in parent activities and programs. Using data from the PNAI, profiles of parents were established for those likely to be or not likely to be involved in the following specific program options: parent counseling, parent-provided programs, parent education, and direct participation programs. Field test data on the PNAI are reported for 208 families, as are profile analyses. Findings suggested that family involvement is related more to program design than to noneducational family background variables. Extensive appendices, which include documentation of project activities, correspondence, and assessment tools, comprise more than half of the document. (CL)

ED 257 245 EC 172 572

Individualizing Parent & Professional Partnerships (IPPP). Handbook September 1, 1983-August 31, 1984.

Bowling Green State Univ., OH. Dept. of Special Education.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—31 Aug 84

Grant—G008300318

Note—79p; For final report, see EC 172 571.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Disabilities, Elementary Secondary Education, \*Family Characteristics, \*Individualized Programs, Needs Assessment, \*Parent Participation

The handbook is intended to help professionals plan effective parent participation programs to increase involvement in their handicapped children's education. The manual asserts that parent involvement programs must be individualized to match the needs and characteristics of families involved. The manual consists of four major sections. The first addresses the importance of establishing parent-professional partnerships and views the process from a family systems perspective. Section 2 outlines a systematic process for collecting information through the Parent Needs Assessment Inventory (which is included). Section 3 describes different types of family involvement options (parent counseling, parent-provided programs, parent education, and direct participation programs). Suggestions are offered for organizing parent activities. The final section presents a system for developing and implementing individualized parent participation programs based on needs assessment data. (CL)

ED 257 246 EC 172 573

Browder, Diane M. And Others

Predictors of Eligibility for ESY. Final Report.

Lehigh Univ., Bethlehem, Pa.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Aug 84

Grant—G00830034

Note—86p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, \*Eligibility, \*Extended School Year, \*Prediction, Self Care Skills, \*Severe Mental Retardation  
Identifiers—Pennsylvania

Evaluation of eligibility for extended school year (ESY) services was made based on information contained in school files in a stratified sampling across Pennsylvania. Subjects had been classified as se-

verely and profoundly mentally retarded and were divided into groups based on eligibility for programming in excess of 180 days or ineligibility for these services. The variables related to the eligibility criteria set forth in "Battle v. Commonwealth" including the nature and severity of the handicaps, self-sufficiency, and skill regression. Also, several administrative variables were examined. The analysis revealed that the ESY group had received more diagnoses of health impairments and had had more school initiated contacts with parents. The ESY group also had more objectives that were incomplete and of indeterminable self-sufficiency. Results are reviewed for recommendations for future research and practice. Appendices contain correspondence and data collection sheets. (Author/CL)

ED 257 247 EC 172 574

Lenz, B. Keith. Alley, Gordon R.

The Effect of Advance Organizers on the Learning and Retention of Learning Disabled Adolescents within the Context of a Cooperative Planning Model. Final Report.

Florida Atlantic Univ., Boca Raton. Dept. of Exceptional Student Education; Kansas Univ., Lawrence, Inst. for Research in Learning Disabilities.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Aug 83

Contract—300-77-0494

Grant—6008101011

Note—298p; Print in appendices is small and blurred and may not reproduce well.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—\*Advance Organizers, \*Cognitive Development, \*Cognitive Processes, \*Learning Disabilities, Secondary Education, \*Teaching Methods

This investigation examined whether advance organizers would help learning disabled (LD) adolescents to more efficiently process information on selected academic tasks. There were three phases: First, 51 LD and 63 normally achieving (NA) subjects participated in the development of a test to measure important and unimportant information. Second, eight LD adolescents, one NA adolescent, and 10 secondary content teachers participated in a study to investigate the use of advance organizers in an applied setting. Using two multiple-baseline designs across teachers and students, teachers were trained to use advance organizers, and students were trained to listen for advance organizers. This phase generated information regarding how organizers might be used and constructed in a natural setting. The third phase involved examining the effects of advance organizers under more controlled conditions with 46 LD and 51 NA adolescents. The test developed in the first phase of research was used to measure how adolescents performed on measures of important and unimportant information under treatment and control conditions. Results of the study conducted in the applied setting demonstrated the efficacy of using advance organizers in secondary classrooms. All teachers learned to use the advance organizers in their classrooms with minimal training, and all students showed increases in their awareness to teacher use of advance organizers after training. In the final investigation, the advance organizer treatment significantly increased test scores of the LD group, but not for the NA group. A significant interaction was demonstrated for the LD group on the type of information learned. LD students in the treatment group identified more important information than the control group, while LD students in the control group identified more unimportant information than the LD students in the treatment group. In addition, LD students performed significantly poorer than NA students on measures of both important and unimportant information. However, this distance was minimized when the advance organizer treatment was present. Results of these investigations support the postulation that advance organizers can exert a positive influence on the learning of LD adolescents. (Author/CL)

ED 257 248 EC 172 575

Koegel, Lynn Kern. Koegel, Robert L.

How to Program Generalization of Articulation Gains through Self-Monitoring Procedures.

California Univ., Santa Barbara; Carpinteria Unified School District, CA.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date—[84]



Contract—42-03651-3008-00-83

Note—33p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Articulation Impairments, Elementary Secondary Education, \*Generalization, \*Self Evaluation (Individuals), Speech Skills, Speech Therapy, Student Evaluation

The booklet discusses generalization issues and the use of self-monitoring to promote generalization of articulation treatment. Following an explanation of generalization and its varieties (such as response generalization, stimulus-response generalization, and generalization across time), units cover measurement of generalization, materials, and pre-training. The next unit outlines a program whereby speech clinicians can help their clients to undertake self-monitoring of their speech. Considerations addressed include use of wrist counters vs. paper and pencil checklists. This is followed by a unit on reinforcers (methods of motivating clients). Each unit is followed by exercises. (CL)

ED 257 249

EC 172 576

Terpstra, Jake

Licensing's Contribution to the Prevention of Child Abuse.

Department of Health and Human Services, Washington, D.C.

Pub Date—Mar 84

Note—21p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Certification, \*Child Abuse, \*Day Care, \*Prevention

The paper explores ways in which licensing of out-of-home care can be strengthened to improve child care and prevent child abuse. Protections for general child care are noted, including reference checks, review of child abuse report registers, and educational requirements. Additional activities other than rule enforcement activities that are nevertheless part of the licensing process are also discussed, including routine discussion with staff and children, investigation of alleged abuse by both licensing staff and protective services staff, and advocacy efforts on the part of licensing staff. (CL)

ED 257 250

EC 172 577

Hicks, Katherine A.

Parents: Involvement and Rights.

Pub Date—[85]

Note—13p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Disabilities, Elementary Secondary Education, Federal Legislation, Individualized Education Programs, \*Parent Role, \*Parent School Relationship

Identifiers—\*Education For All Handicapped Children Act

Ways in which parents of handicapped children can learn their rights under P.L. 94-142, The Education for All Handicapped Children Act, are considered. Specific areas of rights include prior notice (parental consent and content of the notice), record review, independent educational evaluation, parental involvement with Individualized Educational Programs, due process, and parent counseling and training. (CL)

ED 257 251

EC 172 578

Speece, Deborah McKinney, James D.

The Relationship between Reading Achievement and Information Processing in Subtypes of Learning Disabled Children.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—Apr 84

Grant—G008300025; HD-07178

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cognitive Processes, Elementary Education, \*Learning Disabilities, \*Reading Achievement, Time Factors (Learning)

The purposes of this study were to use empirical, multivariate classification techniques to form subtypes of learning disabled readers (N=59) on a select sample of information processing skills and to validate the subtypes on reading achievement sub-

skills. Hierarchical cluster analysis techniques resulted in a six-cluster solution which demonstrated good internal validity. Each of the six subtypes displayed a deficit in speed of recoding but differed from each other on sustained attention, phonetic and semantic encoding, short term memory capacity, and long term memory organization. The subtypes were marginally differentiated by the five reading subtests of the "Woodcock Reading Mastery Test." These results indicated support for the heterogeneity of strengths and weaknesses in cognitive processing for this group of learning disabled readers but suggested caution regarding the role of specific processes in reading failure. (Author/CL)

ED 257 252

EC 172 579

Burton, Louise And Others

Developing New Partnerships between Parents and Teachers.

Pub Date—9 Nov 84

Note—9p.; Paper presented at the International Conference of the Association for Persons with Severe Handicaps (Chicago, IL, November 8-10, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, Elementary Secondary Education, \*Parent Teacher Cooperation, \*Severe Disabilities, \*Teacher Attitudes

Thirty-four teachers of severely handicapped students were asked to rate frequency of 10 communication/collaboration areas (illness, attendance, medication, health issues, hygiene/grooming, clothing/supplies, transportation, after-school programming, Individualized Education Program goals, and discipline). Teachers were also asked to list the three areas they perceived as the most important. Illness, IEP development, attendance, clothing/supplies, and medication were topics of most frequent communication, although topics mentioned according to importance were discipline, IEP goals and health issues. Results indicated that teachers spent most of their time discussing with parents areas the teachers did not feel of highest priority. (CL)

ED 257 253

EC 172 580

Leigh, Robert K. And Others

An Electronic Survey of Adult Education Programs for the Handicapped.

Pub Date—84

Note—8p.; Paper presented at the Annual Meeting of the Conference of Teacher Education, Division of the Council for Exceptional Children (7th, Las Vegas, NV, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Education, \*Disabilities, \*Information Networks, \*Online Systems, \*Research Methodology, Surveys, Telecommunications

Identifiers—\*Electronic Mail

The study investigated the use of the electronic mail capability of Special Net (an online database) as a data collection instrument. A series of seven questions relating to adult education for the handicapped personnel preparation programs was posted to Special Net users. Five of 40 users responded to the question on-line. A followup questionnaire examined reasons for nonresponse and the prime reason identified was that the message was not received. Use of the online database as a research tool was found to provide extremely short turnaround time between posting the request and receiving responses. Findings of the survey itself included that adult education for the handicapped was not available on 80% of the campuses. (CL)

ED 257 254

EC 172 581

Ferrara, Steven F.

Modifications, Support and Mainstreaming: Excellence in Mainstreaming Practices and Evaluation.

Pub Date—13 Oct 84

Note—17p.; Paper presented at the Annual Convention of the Evaluation Research Society (San Francisco, CA, October 10-13, 1984).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Disabilities, Elementary Secondary Education, \*Mainstreaming, Program Descriptions, \*Program Evaluation

The paper makes two premises: (1) excellence in mainstreaming requires modifications to regular

classroom instructional activities, materials, and assessment, and support and assistance for the teachers making these modifications; (2) one criterion to judge the excellence of evaluation of mainstreaming programs is the degree to which an evaluation examines what modifications and support are occurring in mainstream classes. The paper begins with a review of evidence supporting the efficacy of modifying instruction to accommodate handicapped learners in regular classes, and explains why modifications and support are not implemented in a large number of classrooms. An overview follows of the types of evaluations of mainstreaming efforts conducted in the last 10 or so years. Four studies are then described in detail; these four evaluations attempt to focus on effective mainstreaming practices, including modifications and support. Five sets of guidelines are provided to assist evaluators in identifying effective modification and support practices and in focusing on implementation of these practices in regular classrooms. (Author/CL)

ED 257 255

EC 172 582

Stile, Stephen W. Wirth, Paul A.

Public Law 94-142 and New Mexico: Historical Context and Perceived Impact on SH Programming in Rural Districts.

Spons Agency—New Mexico Univ., Albuquerque. Coll. of Education.

Pub Date—9 Nov 84

Note—27p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (Chicago, IL, November 9, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Compliance (Legal), Elementary Secondary Education, \*Federal Aid, \*Federal Legislation, \*Rural Education, \*Severe Disabilities

Identifiers—\*Education for All Handicapped Children Act, \*New Mexico

Preliminary data from a survey of 51 small, rural public school districts in New Mexico generally indicate that the quality of educational programming for students with severe handicaps is currently satisfactory and would improve with the additional federal funding under P.L. 94-142 (New Mexico was slated to receive funding effective January 1985). Respondents perceived the quantity and quality of classroom materials and inservice training to be less than satisfactory at present and projected that these two areas would improve under P.L. 94-142. (Author/CL)

ED 257 256

EC 172 583

Ungerleider, Dorothy

Controlled Rage: An Overlooked Cause of Remediation Failure.

Pub Date—21 Feb 85

Note—22p.; Paper presented at the International Conference of the Association for Children and Adults with Learning Disabilities (San Francisco, CA, February 20-23, 1985).

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Failure, Adjustment (to Environment), Delinquency, \*Emotional Problems, \*Reading Difficulties, \*Remedial Instruction, Teaching Methods

Identifiers—\*Anger

Experiences of an individual working with illiterate delinquents are related. It is suggested that controlled rage as a concomitant to learning failure is a potential source of school difficulty as well as social violence. A case of a ninth-grader with reading problems whose IQ had steadily decreased with age is cited. The schools' unsuccessful efforts with the student, his family's frustrations, and his own deep humiliation at being unable to read are examined. Suggestions are made for teachers to combat remediation failure, including listening differently, seeking the student's collaboration, and sharing personal experiences and feelings with students. (CL)

ED 257 257

EC 172 584

Aerobic Exercise and Research Opportunities to Benefit Impaired Children. (Project AERO-BIC, Final Report.

Idaho Univ., Moscow.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—84

Grant—G008102717

Note—157p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC07 Plus Postage.**  
 Descriptors—\*Aerobics, Elementary Secondary Education, Heart Rate, Movement Education, \*Multiple Disabilities, \*Physical Activities, \*Physical Education, Physical Fitness, \*Severe Disabilities

The final report summarizes accomplishments of Project AEROBIC (Aerobic Exercise and Research Opportunities to Benefit Impaired Children), which provided a physical education exercise program for severely, profoundly, and multiply handicapped children aged 10-21. Activities are outlined for the 3 year period and include modification of exercise testing equipment, training of personnel, revision of curricular materials, and adaptation of instructional strategies. Formal, daily physical education programs were established to improve cardiovascular function based on assessment of movement limitation. It was concluded that the population does exhibit increased cardiovascular functioning following participation in a regularly scheduled program of motor activities. The bulk of the report consists of appendices which include copies of the following papers by Richard Mulholland, Jr. and Alexander W. McNeill: "Cardiovascular Responses of Three Profoundly Retarded, Multiply-Handicapped Children during Selected Motor Activities"; "Consolidation Memory Theory Applied to Relearning Motor Skills in Severely/Profoundly Handicapped Children"; "The Effects of Systematic Ambulation Training on the Cardiovascular Responses of Severely/Profoundly Handicapped Children"; and "Heart Rate Responses of Profoundly Handicapped Children during Closed-Skill Fine Motor and Open-Skill Gross Motor Activities." (CL)

ED 257 258

EC 172 585

Pratt, Rosalie Rebolia, Ed.  
 The International Symposium on Music in Medicine, Education, and Therapy for the Handicapped. Copenhagen, Denmark, July 31-August 5, 1983.

Report No.—ISBN-0-8191-4540-8; ISBN-0-8191-4541-6  
 Pub Date—85

Note—270p; The conference was jointly sponsored by Music Education for the Handicapped, Inc. and the Hearing Center, University Hospital of Aarhus, Denmark.

Available from—University Press of America, 4720 Boston Way, Lanham, MD 20706-9990 (\$24.50 hard copy; \$13.25 paperback).

Pub Type—Collected Works - Proceedings (021)  
 Document Not Available from EDRS.

Descriptors—Adults, \*Disabilities, Elementary Secondary Education, Foreign Countries, \*Medicine, Music, \*Music Therapy, \*Psychiatry, \*Special Health Problems, Theories

Eighteen author-contributed papers are presented from a 1983 Ebeltoft, Denmark conference on clinical uses of music for disabled and chronically ill persons. The following authors and titles are represented: "Music Perception" (J. Davies); "Central Auditory Dysfunction: Implications for Music and the Handicapped" (C. DeFosse and R. Price); "Musical Interpretation" (F. Klausmeier); "Auditory Education with Mentally Handicapped Children" (H. Moog); "Specific Aspects of Music Learning: A Contribution toward a Learning Theory of Music" (H. Moog); "Music and Language Reading" (R. Bentley); "The Effects of an Inservice Workshop for Music Teachers on Teachers' Attitudes toward Teaching Music to Handicapped Children" (C. Donley); "Developing the Handicapped Child through Music: Can the Music Teacher Help?" (R. McChesney); "The Effect of Group and Individual Teaching Conditions on Emotionally Disturbed Children's Primary Measures of Music and Audiation Scores" (L. Hunter and A. Gibbons); "Emotional and Expressive Response to Music Based on the Karilid Rytmik Technique" (B. Karilid); "Music Therapy with Psychiatric Patients" (G. Lund); "Music Therapy in Norway" (T. Naess); "The AlphaSynthesizer as a Music Therapy Device for Handicapped Students" (R. Oaguthorpe and M. Ditson); "The Current Crisis of Medicine and Science and the Place of Music" (T. Hassen); "Psychiatry, Music, and Therapy" (S. Nielzen); "Breathing Exercises for Asthmatic Children through Singing Songs: 'Asthma Music'" (K. Tatenio et al.); "Designing the Music Therapy Treatment Program" (J. Verdeau-Pailles); and "The Historical Relationship between Music and Medicine" (R. Pratt). (CL)

ED 257 259

EC 172 586

**New Jersey State Plan for Services to Persons with Developmental Disabilities. 1985 Update.**  
 New Jersey State Developmental Disabilities Council, Trenton.

Pub Date—85  
 Note—112p; For previous State Plans, see ED 245 448 and ED 231 123.

Pub Type—Legal/Legislative/Regulatory Materials (090)

\*EDRS Price - MF01/PC05 Plus Postage.  
 Descriptors—\*Developmental Disabilities, Elementary Secondary Education, Program Administration, Program Development, \*State Legislation, \*State Standards

Identifiers—\*New Jersey  
 The 1985 update addresses New Jersey's plans for services to people with developmental disabilities. In a question and answer format, the manual focuses on the following topics: definitions and impact (incidence); the state planning council on developmental disabilities (council members and staff); the administering agency for the developmental disabilities program (calendar of procedures); the state context—making up half of the document—(scope of services, descriptions of nine public agencies); council goals, objectives, activities and budget (maximum coordination of existing resources and program coordination service); and state assurances (statutory statements that the plan will be fulfilled). (CL)

ED 257 260

EC 172 587

Weinger, Robert A. Rubin, David  
 Social Solutions for School-To-Work Transition. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Pub Date—21 Feb 85  
 Note—11p; Paper presented at the International Conference of the Association for Children and Adults with Learning Disabilities (San Francisco, CA, February 20-23, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

\*EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, \*Education Work Relationship, Emotional Disturbances, \*Interpersonal Competence, Learning Disabilities, \*Mild Disabilities, Mild Mental Retardation, Secondary Education

Identifiers—\*Social Solutions Curriculum

The paper reviews the development and use of the Social Solutions Curriculum, designed for learning disabled, mildly retarded, and disturbed young adults in transition from secondary school settings into the community and the work environment. Development aspects addressed include an initial telephone survey of practitioners which identified 11 problem areas, such as taking responsibility for actions and decisions, naming and expressing feelings, and developing close relationships. Learning activity cards were designed to communicate desirable behaviors, and 14 group study units were developed for teaching group social skills. Media used included audio cassettes and videotapes. Additional components of the curriculum are a personal growth plan and a mentor's manual. Examples of the curriculum's application conclude the paper. (CL)

ED 257 261

EC 172 588

Schoen, Sharon And Others  
 Game Plans for Victor: New Skills for Severely Handicapped Children.

Lehigh Univ., Bethlehem, Pa. School of Education. Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—85  
 Grant—G008101883  
 Note—23p.

Pub Type—Reports - Research (143)  
 \*EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computation, Early Childhood Education, \*Games, Language Acquisition, \*Language Arts, \*Mathematics, Number Concepts, \*Severe Disabilities

The paper describes an approach in which games were planned to provide instruction for three severely handicapped children (5-6 years old) with few leisure, social, or academic skills and many aberrant behaviors. The first of two games involved a language program to teach verbal interactions, picture identification, and picture matching. The second game involved a math program to teach counting skills determined by a pretest. After 4 months of instruction with the counting games and 6 on the card games, the Ss had mastered two of three counting skills and the first phase of the language card game. Generalization of some of the

skills had also occurred. (CL)

ED 257 262

EC 172 589

Hughes, Selma Brewer, Jeanne  
 Postsecondary Programs for Learning Disabled Students.

Pub Date—Jan 85  
 Note—32p; Paper presented at the Annual Southwest Regional Conference of the International Reading Association (13th, Albuquerque, NM, January 24-26, 1985).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

\*EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Language Acquisition, \*Learning Disabilities, \*Postsecondary Education, Program Development, Reading, \*Student Characteristics, Written Language

The paper provides an overview of issues in postsecondary education programming for adults and adolescents with learning disabilities. Information provided is derived from a literature review and research and clinical experience. Definitional distinctions between learning disabled (LD) and underachieving students are noted and characteristics (both educational and psychological) of LD individuals are reviewed in terms of reading, written language, oral language, organizational skills, and interpersonal relationships. Elements of successful college programs are seen to include differentiated admission testing, remediation of basic skills, assistance in course content and counseling. Appended material includes a list of typical problem areas for LD college students in cognitive, language, work and study habits, social, perceptual-motor, academic, and affective skills. (CL)

ED 257 263

EC 172 590

Goetz, Elizabeth M.  
 The Training of Creativity as an Operant in Young Children.

Pub Date—Aug 84  
 Note—18p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

\*EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Creative Development, \*Creativity, \*Generalization, \*Preschool Children, Preschool Education, \*Reinforcement

A series of studies was conducted to examine effects of various types of praise and of instructions and primes on the making of a different/new form or the using of an object in a unique way by preschoolers. Generalization of creative behavior within a response set of a given task and from a trained task to an untrained (transfer) task was examined to assess whether there was an overall creativity skill. Effects of a time and material limit were considered, maintenance of a trained behavior was tested, and a flexible creativity code was developed as an individual creativity measure. Tasks included blockbuilding, easel painting, and tool use. Among conclusions drawn were that novel behavior may be influenced by varying types of contingent praise; some generalization of creative behavior does occur; instructions, prompts, and/or exemplars combined with reinforcement may bring about creative behavior; and material and time limits do not seem to adversely influence creativity training. Questions for further research are posed. (CL)

ED 257 264

EC 172 591

Luchow, Jed P. And Others  
 Learned Helplessness: Perceived Effects of Ability and Effort on Academic Performance Among EH and LD/EH Children.

Pub Date—Apr 85  
 Note—25p; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

\*EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Attribution Theory, \*Emotional Disturbances, \*Helplessness, \*Learning Disabilities, Locus of Control The Intellectual Achievement Responsibility Questionnaire, which measures perceived locus of control of academic outcomes, was administered to 28 emotionally handicapped (EH) and 25 learning disabled (LD)/EH children. Between group comparison revealed that EH children took significantly more personal responsibility for academic failure

than did LD/EH children (p.025), although the two groups did not differ significantly in taking responsibility for academic success. Within group comparison revealed that LD/EH children attributed success to effort and failure to a lack of effort; EH children, however, attributed success to ability but failure to both a lack of and a lack of effort. Among EH children, significant positive correlations were found between report card grades and perceived internality for success. Among LD/EH children, significant negative correlations were found between report card grades and perceived lack of effort as the cause of failure. Attribution training is discussed in light of these findings, and suggestions are given for further research on task persistence. (Author)

ED 257 265 EC 172 592

Hanninen, Gail E.

Do Expert Teachers Exist in Gifted Education?

Pub Date—Apr 85

Note—23p; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, \*Gifted, \*Special Education Teachers, Talent, \*Teacher Attitudes, \*Teaching Experience

To determine whether teachers with specialized training in gifted/talented education perceive and provide for the needs of the gifted/talented student differently than teachers without specialized training, educators with varying degrees of experience responded to scenarios developed from actual case histories of students in a gifted program. The format of the instrument encouraged a response to open-ended tasks. Teachers were divided into experts and novices (with and without teaching experience). In a categorical analysis of responses to five scenarios, there appeared to be a task performance difference between experts and novices. Part of the difference was observed to be based upon use of differing organizational schema. The experts took almost four times longer to read the scenario before starting to write a solution statement and used almost twice as many words as did either group of novices. (CL)

ED 257 266 EC 172 593

Zweibel, Abraham. Mertens, Donna M.

A Factor Analysis Study of Intellectual Development in Deaf and Hearing Children.

Pub Date—Apr 85

Note—19p; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, \*Cognitive Development, \*Deafness, Factor Analysis, Foreign Countries, Intellectual Development

Identifiers—Israel

The Snijders-Nonverbal Intelligence Test (SON) was administered to 251 deaf children (6-15 years old) and 101 hearing children (10-12 years old) in Israel. The SON was judged appropriate for measuring cognitive functioning in the deaf because it requires no verbal instructions or responses and includes a measure of abstract thinking ability. Factor analysis for older and younger Ss revealed four main findings: (1) the factor structure for the total deaf group differed from the hearing group; (2) differences in cognitive structure was evident by age level for the deaf; (3) differences existed between cognitive structures of hearing and deaf Ss of the same age; and (4) a similar abstract thinking component existed for hearing and older deaf Ss. Data supported the view that deaf individuals use different coping mechanisms to perform cognitive tasks and that the abstract thinking component of their intellectual structure appears later than that of their hearing peers. (CL)

ED 257 267 EC 172 594

Shaw, Stan F.

A School-Based Inservice Training Program for Special Education Placement Teams.

Pub Date—Apr 85

Note—15p; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Disabilities, Elementary Secondary Education, \*Inservice Teacher Education, Interdisciplinary Approach, Program Descriptions, \*Student Placement, \*Teamwork

An inservice training program designed to enhance the ability of both regular and special educators to successfully function as placement team members is described. The program features introductory needs assessment, focus of initial activities on leadership personnel, an emphasis on collaboration in decisionmaking and sharing, demonstration of competence by inservice trainers, collaborative evaluation intended for program improvement, and intrinsic incentives for participation. The approach is job-embedded; intact placement teams receive training on improving their performance with actual cases. (CL)

ED 257 268 EC 172 595

Smith, Corinne Roth

A Process Approach to Assessing Children with Learning Difficulties: Merging Assessment and Intervention.

Pub Date—Apr 85

Note—26p; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation Methods, \*Informal Assessment, \*Learning Disabilities, Models, \*Student Evaluation

A multidimensional approach to assessment of children with learning difficulties is examined. The approach explores factors along five dimensions: (1) learner characteristics (motivation, social-emotional maturity, cognitive abilities and styles); (2) task-based contributors (match of tasks to maturational levels and to cognitive style); (3) family-based contributors (quality of nutrition and stimulation, sociocultural differences, emotional climate); (4) physiological learner-based contributors (organic, hereditary, and biochemical factors); and (5) school-based contributors (quality of teaching, human characteristics). Described are a variety of assessment alternatives, including nonstandard use of norm-referenced and criterion-referenced instruments (e.g., task analysis and item modification), task analysis and trial teaching within the student's classroom curriculum, assessment of adaptive behavior, systematic observation in natural settings, sociometric techniques, self-constructed peer/parent/teacher rating scales to address specific issues, and active involvement of the student, parents, and teachers in hypothesis testing. Such informal evaluation strategies are seen to allow for examination of matches and mismatches between task, setting, and learner which contribute to learning success and failure. (CL)

ED 257 269 EC 172 596

Quinones, Wm. A.

A Model Vocational Evaluation Center in a Public School System.

Pub Date—Apr 85

Note—17p; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Disabilities, Job Skills, Models, Public Education, Secondary Education, Situational Tests, Vocational Adjustment, \*Vocational Evaluation, \*Work Sample Tests

A model public school vocational evaluation center for handicapped students is described. The model's battery of work samples and tests of vocational aptitudes, personal and social adjustment, physical capacities, and work habits are listed. In addition, observation of such work behaviors as remembering instructions, correcting errors, reacting to frustration and seeking help is noted. The model's time structure is described, allowing time for testing labs with job-specific and non-job-specific work samples and for work-adjustment testing. The completion of the evaluation results in placement recommendations as well as documentation of the student's vocational strengths and weaknesses. (CL)

ED 257 270 EC 172 597

Downing, June

Conversational Skills Training: Teaching Adolescents with Mental Handicaps to Be Verbally

Assertive.

Pub Date—Apr 85

Note—24p; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, \*Assertiveness, \*Communication Skills, Cues, Generalization, Interpersonal Competence, \*Moderate Mental Retardation, \*Prompting, Secondary Education, Social Development

Identifiers—\*Conversation

The study examined an approach to train three adolescents with moderate mental handicaps to use the conversational skills of initiating a topic and continuing the conversation by cueing an adult listener to speak. The instructional techniques of modeling, prompting, delay, and social reinforcement were used in intervention. A single subject reversal design evaluated the effects of treatment on the frequency of assertive verbal behavior. Training involved four steps progressing from minimal to maximal levels of intervention: (1) systematic delay, (2) explanation of the purpose of conversation and the two roles involved, (3) verbal prompting, and (4) verbal modeling of an appropriate response. Results revealed increases in functional initiating and cueing behavior following 9 weeks of training. Only minimal effects of treatment generalized to conversations between Ss and two nonhandicapped adults from the community. (CL)

ED 257 271 EC 172 598

Diez, Cynthia P. Cummings, William B.

An Educational Program for Gifted and Talented Students in a Rural Setting.

Pub Date—Apr 85

Note—15p; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, \*Gifted, \*Program Development, \*Rural Education, Staff Role, \*Teacher Role

A rural district designed a unique program for gifted elementary students which allowed any teacher the opportunity to develop and teach a qualitatively different unit to students identified as gifted. The half-day once-a-week pull-out program encouraged teachers to be part of the selection process and employed a coordinator to monitor the program, supervise teachers, and act as a liaison with parents. The program promoted faculty ownership and featured such units as those on creative writing and calligraphy, computer programming, art in the community, comparative religions, and kitchen chemistry. The program expanded to high school weekend seminars and evening courses for college credits. (CL)

ED 257 272 EC 172 599

Berg, David. And Others

Successful Transitioning of Secondary Special Needs Students: From High School to the Community.

Pub Date—Apr 85

Note—12p; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Community Information Services, \*Education Work Relationship, High Schools, Individualized Education Programs, Interdisciplinary Approach, \*Mild Disabilities, Models, \*Referral, \*Transitional Programs, \*Vocational Evaluation

Transitional planning is incorporated into the multidisciplinary Individualized Education Program process for mildly handicapped tenth graders. A specific transition/termination plan was developed based on a vocational evaluation. Updating the transition plan is addressed in the student's final year, with referrals initiated to appropriate community services when necessary. A guide was developed to help the student and parent obtain help from community agencies. The guide was based on information from 94 agency responses to a questionnaire on service availability. The handbook listed the agency and its services, eligibility and fee requirements, along with names of contact persons.



(CL)

ED 257 273 EC 172 600

Sanitelli, Frank G. Fisher, Maurice  
**Handicapped Students' Performance on the Virginia Minimum Competency Test.**

Pub Date—Apr 85

Note—26p; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Disabilities, High Schools, High School Seniors, \*Minimum Competency Testing, Prediction, Racial Differences, Sex Differences, \*Success

Identifiers—\*Virginia

The study was designed to determine the variables which may be strong indicators of possible failure or difficulty on the minimum competency test (MCT) for 88 handicapped seniors (learning disabled, mildly retarded, and emotionally disturbed). Fifty-six Ss had not successfully passed the MCT prior to their senior year, while the comparison group consisted of 32 handicapped students who had been successful prior to their senior year. Ss were administered a battery of tests to determine eligibility or whether special education services should be continued. Findings revealed that sex was a significant factor in determining success while race was not a significant factor. Further, data revealed significant relationships between verbal, performance, and full scale IQs as related to minimum competency reading and mathematics results when treatment and comparison groups were combined. Recommendations are made for further research. (CL)

ED 257 274 EC 172 701

Kelllogg, Robert C.  
**Schools for the Deaf and Blind: A View from the Local Education Agency.**

Pub Date—Apr 85

Note—23p; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Curriculum Development, Elementary Secondary Education, \*Hearing Impairments, \*Multiple Disabilities, Needs Assessment, School Districts, \*School Role, \*State Schools, Student Evaluation, \*Visual Impairments

A survey was developed and administered to local education agency directors of special education regarding the future role of state schools for students with sensory impairments. Questions touched upon resources/curriculum, supervision, evaluation, satellite programs, and non-typical deaf and visually handicapped students. Regarding schools for the deaf, respondents rated the following items as significant needs: outreach teacher visits, provision of media resources, program coordination assistance, student evaluation (particularly audiological evaluations), and services for multi-handicapped students. Results for schools for the visually impaired closely paralleled the survey results for the deaf, suggesting among other needs, the importance of schools for the visually impaired to provide vision evaluations, services for the visually impaired/multi-handicapped students, and assistance in individualized education program development. (CL)

ED 257 275 EC 172 702

Colson, Steve And Others  
**The Need for an Ecological Assessment of the Exceptional Student.**

Pub Date—Apr 85

Note—15p; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150)—Guides—Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Disabilities, Elementary Secondary Education, \*Models, \*Student Evaluation

Identifiers—\*Ecological Paradigm

Ecological assessment models for handicapped students are described and guidelines are offered for using the models in the assessment process. Information is broken down to separate environments: within the child, within the school, and within the home. Within-child factors to be assessed include

medical, academic, cognitive, and affective deficiencies. Within-school influences may be assessed through a variety of measures, including analysis of facilities, personnel, tasks, climate, and curricula. Within-school factors include teacher-student relationships and peer interactions. Problems of ecological assessment within the home are noted, such as ethical concerns which prevent the assessment of parental and sibling interactions. (CL)

ED 257 276 EC 172 703

Sears, Carol J.  
**Recognition of Learning Problems Accompanying Primary Handicapping Conditions and Their Impact on Instructional Programs for Multi-handicapped Students.**

Pub Date—Apr 85

Note—22p; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150)—Guides—Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cerebral Palsy, Elementary Secondary Education, Hearing Impairments, \*Learning Problems, \*Multiple Disabilities, Perceptual Handicaps, Sensory Experience, Visual Impairments

The paper addresses the secondary learning problems that accompany various types of cerebral palsy. Three major types of cerebral palsy are reviewed: spastic, athetoid, and ataxic. Among associated disabilities noted are disorders with the primitive reflexes (such as the Moro and asymmetric tonic neck reflexes). Sensory impairments associated with cerebral palsy include disorders of touch (such as tactile defensiveness), proprioception (such as poor spatial relationships), auditory development (hearing loss, central auditory disorders, difficulties in auditory perception), and visual functioning (such as extracocular muscular imbalance, deficits in depth perception, and various central visual disorders). (CL)

ED 257 277 EC 172 704

Waldrop, Susan P.  
**Behavior Management through Curricular Modification.**

Pub Date—Apr 85

Note—9p; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Contingency Management, Elementary Education, \*Individualized Instruction, Mainstreaming, \*Mild Disabilities, Motivation Techniques, \*Performance Contracts, \*Time on Task

Individualized instructional contracts are described as a useful approach to increasing on-task behaviors of mildly handicapped students in the regular classroom. Their step-by-step design and implementation are outlined. A blank contract form and sample contract of activities are provided. (Author/JW)

ED 257 278 EC 172 705

Mastropieri, Margo A., Ed.  
**Increasing Learning and Memory Skills of Learning Disabled Students.**

Pub Date—Apr 85

Note—17p; Papers presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985). Print is light and may not reproduce well.

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Learning Disabilities, Learning Processes, Learning Strategies, \*Mnemonics

Identifiers—Keyword Method (Language Learning)

Six brief papers on mnemonics are given, with emphasis on increasing learning and memory skills of learning disabled students. Papers have the following titles and authors: "History of Mnemonics from Classical Times to Present" (J. Johnson); "The Keyword Method and the Keyword Vocabulary Method" (M. Prater); "Learning Attributes via Mnemonic Instruction" (J. Gaffney); "Transfer of Mnemonic Instruction" (B. McLoone); "Extended Mnemonic Instruction" (D. Tolle); and "Future Applications of Mnemonics with Learning Disabled Students" (M. Mastropieri and T. Scruggs). (JW)

ED 257 279 EC 172 706

Tuomala, Kari  
**Predicting Learning Difficulties in the Beginning of School. A 9-Year Follow-up Study in the Finnish Compulsory Education.**

Pub Date—18 Apr 85

Note—15p; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Evaluation Methods, Followup Studies, Foreign Countries, \*Handicap Identification, Informal Assessment, \*Learning Problems, \*Predictive Measurement, Predictive Validity, \*Predictor Variables, Primary Education, \*Screening Tests, Teacher Role

Identifiers—Finland

Adapted screening devices and teacher observation were used in a 1974 study of 1003 Finnish students (ages 6-8) in an effort to predict future learning difficulties. Six areas were assessed: gross motor skills, sensory-motor integration, perceptual-motor skills, arithmetic skills, socioemotional adjustment, and verbal ability. In a follow-up study with 104 students nine years later (1983), it was reported that socioemotional adjustment, perceptual-motor skills, and arithmetic ability were found to be the best predictors of future school achievement. Teachers were reported to predict school achievement and behavior more accurately than did screening devices, particularly in the spring semester of the first year of school. (Author/JW)

ED 257 280 EC 172 707

Murphy-Berman, Virginia And Others  
**Hearing Impaired Children's Performance on the Piagetian Liquid Horizontality Test.**

Pub Date—[84]

Note—8p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, \*Cognitive Development, Concept Formation, \*Deafness, \*Developmental Stages, Intermediate Grades, Sex Differences

Identifiers—\*Horizontality (Concept), Piagetian Tasks

A paper-and-pencil test consisting of a series of 24 sketches was administered to assess the performance of hearing impaired students aged 9-12 on a Piagetian horizontality task. This age range among hearing students is the developmental period during which comprehension of the principle of horizontality should begin to emerge, indicating ability to use external frames of reference to accurately represent objects. To compare results of similar studies using hearing subjects, the effect of gender and the shape of the water container (curved versus straight-sided) on the performance of seven male and eight female hearing impaired students from a residential school was examined. Ss were selected from among students with a pure-tone hearing loss of 92 dB or greater. Results yielded significant main effects of bottle shape and bottle position. Males were found to perform better than females on some few item subsets. Among a number of conclusions drawn was that hearing impaired children can begin to appropriately represent spatial relationships at an early age, but need practice in learning to disregard distracting spatial cues. (JW)

ED 257 281 EC 172 708

A Model Program for Retrieval and Acceleration of Promising Young Handicapped and Talented (RAPYHT). Program Performance Report, October 1, 1983-September 30, 1984.

Illinois Univ., Urbana.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC. Handicapped Children's Early Education Program.

Pub Date—Sep 84

Grant—G008302884

Note—87p; For a related document, see ED 227 618.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Creativity, \*Gifted Disabled, Intervention, Preschool Education, Program Implementation, \*Talent, \*Talent Identification, Technical Assistance

Identifiers—\*Handicapped Children's Early Education Program

An interim program performance report is pres-

ented for the sixth year of the Handicapped Children's Early Education Program (HCEEP) entitled "A Model Program for Retrieval and Acceleration of Promising Young Handicapped and Talented" (RAPYHT), based at the University of Illinois. Technical assistance was provided to three major target groups: replication site personnel, children and parents, and awareness audiences. Twenty-one sites were identified and site personnel were trained. Direct costs per site were reduced by 73% during this second year of the field-based model of outreach. Overall rating of RAPYHT training and materials by teachers was 3.22 on a 4.0 scale. The replication sites and the demonstration site screened 1,306 handicapped children, of whom 84 were identified as having one or more potential talent areas and received talent programming based on the RAPYHT model. Among 12 appendices are data on evaluation of workshops and conferences, progress of sites in replication of the RAPYHT model, satisfaction with the model, evaluation of child progress, and evaluation of the cost-effectiveness of the model of outreach. Sample documents include the site screening questionnaire and the replication agreement. (Author/JW)

ED 257 282 EC 172 709

Leung, Katherine  
Enhancing the Speech and Language Development of Communicatively Disordered Children through Music and Movement.

Pub Date—19 Apr 85

Note—21p; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—\*Communication Disorders, \*Disabilities, Elementary Secondary Education, \*Language Acquisition, Movement Education, \*Music Activities, \*Speech Skills

The paper examines the suprasegmental aspects of speech and focuses on the benefits of music and movement to facilitate language development in handicapped children. The paper discusses the current thinking of suprasegmental functions of intonation, stress, and rhythm as the foundation for the organization of speech communication. Strategies for the development of prosodic elements (voice and duration, intensity, and pitch) are offered. The role of music and movement is first considered for children with hearing impairments and then children with other communication disorders, mental retardation, autism, and deafness and blindness. Ways in which music can facilitate mainstreaming are noted, as are approaches to teaching singing (including the Kodaly method and the hand movement technique), instrument playing, and tap dancing. (CL)

ED 257 283 EC 172 710

Rogow, Sally M.  
Where Service Begins: Working with Parents to Provide Early Intervention. Considerations for the Culturally Different.

Pub Date—Apr 85

Note—14p; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Chinese Americans, \*Cultural Differences, \*Disabilities, \*Family (Sociological Unit), Family School Relationship, \*Home Programs, \*Intervention, Play, Young Children

The difficulties faced by culturally different parents of multiply handicapped young children are considered, and examples of families of Chinese origin are offered to illustrate the impact of cultural styles and beliefs. The structure of the Chinese family is analyzed, its reaction to professionals and handicapped people explained. Guidelines for providing services to culturally different families are offered and three major goals of home intervention noted: (1) helping the parents to recognize the importance of working with the child, (2) encouraging independent behavior and helping the child to achieve specific developmental goals, and (3) demonstrating the value and importance of adult/child interactions. The use of play as an intervention medium is stressed. (CL)

ED 257 284 EC 172 712

Hite, Mark C. And Others

Family Constellations of Mentally Retarded Individuals: The Changing Role of the School Psychologist.

Pub Date—Apr 85

Note—18p; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counseling Techniques, Elementary Secondary Education, Family School Relationship, \*Intervention, \*Mental Retardation, \*School Psychologists, \*Staff Role

The paper identifies some of the needs of parents of retarded children and proposes that school psychologists can promote more effective parent-school relationships. Two case studies illustrate family concerns with moderately retarded adolescents and describe interventions to provide immediate, short term solutions. The central function of the special education school psychologists is described, and six major role changes are seen to include consultation for home and school behavior, inservice training for teachers on basic family dynamics, group counseling and education on stress management, counseling of individual families as a crisis intervention, and referral to the network of other mental health professionals. (CL)

ED 257 285 EC 172 713

Healy, Alfred  
The Needs of Children with Disabilities. A Comprehensive View.

Iowa Univ., Iowa City. Div. of Developmental Disabilities.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

Pub Date—83

Grant—DHHS-PHS-07-X-194000-81  
Note—41p; For related document, see ED 252 036.

Pub Type—Guides - Non-Classroom (055)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Agency Cooperation, Community Resources, \*Coordination, \*Disabilities, \*Health Services, Needs Assessment, \*Program Development

The monograph offers an overview of the history of health care for children with disabilities. Health goals for the disabled child are considered and a systems model discussed that views health care services as part of the child's total service needs. Routine and specialized health care needs of disabled children are covered, and service areas such as prevention and early detection, prenatal care, periodic screening, and primary, secondary and tertiary care are noted. The importance of linkage between health, social, educational, and vocational services is emphasized, and coordination of these comprehensive services is stressed. Planning processes for such services are noted, as is the role of specific planning bodies such as state councils for developmental disabilities, infant-high-risk followup coordination committees, and professional associations. (CL)

ED 257 286 EC 172 714

High/Scope Outreach Project. Final Report. October 1, 1983-September 30, 1984.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Department of Education, Washington, DC.

Pub Date—18 Dec 84

Grant—G008303564

Note—149p; Print is light in parts.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Cognitive Development, \*Disabilities, \*Outreach Programs, Preschool Education Identifiers—\*Cognitively Oriented Preschool, \*High Scope Demonstration, Preschool Project

The final report reviews accomplishments of an outreach project designed to provide technical assistance and training to early childhood programs for handicapped children. The project features the Cognitively Oriented Preschool Curriculum, a developmental approach based on Piagetian theory and explained to build on the child's accomplishments. A "Summary of Impact" lists activities in terms of advertising/promotion, awareness conference presentations, demonstrations, project development/distribution, and site stimulation. Progress in project components are considered and described.

tions of five second-year replication sites are given. Extensive appended material includes observation guides, evaluation forms, and information for visitors. (CL)

ED 257 287 EC 172 715

Koegel, Robert L. Koegel, Lynn Kern  
Programming Rapid Generalization of Speech Gains through Self-Monitoring Procedures.

Pub Date—Aug 84

Note—5p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Articulation Impairments, Elementary Education, Generalization, \*Self Control, \*Self Evaluation (Individuals), \*Speech Therapy

Forty children (grades 2-5) with consistent misarticulations on one to three phonemes participated in a self-monitoring program. Ss were taught to discriminate their own correct vs. incorrect articulations and then self-monitoring of correct responses was transferred to the children's natural environments. Data were collected by trained observers and social validation measures were also collected by asking parents and teachers how the children sounded. Results showed that following baseline sessions, all of the Ss demonstrated increases in the use of the target sound in their natural environments. (CL)

ED 257 288 EC 172 716

Cohn, Ronnie B.  
Transition from Special Education to the World of Work: Recommendations for the State of California.

Western Regional Resource Center, Eugene, OR. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—14 May 84

Contract—300-83-0185

Note—70p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agency Cooperation, Coordination, Demonstration Programs, \*Education Work Relationship, High Schools, Program Development, \*Severe Disabilities, State Programs, \*Transitional Programs, Vocational Education

Identifiers—California  
The paper discusses recommendations for a statewide (California) plan to provide transitional services to severely handicapped high school students. Initial sections trace the state and federal commitment to transitional services for work and other aspects of life. Thirteen model programs in California and eight in other states are summarized. A discussion of curricular aspects addresses philosophical bases (developmental, remedial skills, and functional skills models) and illustrates the use of the Individualized Critical Skills Model, an example of the functional skills approach. Individualized planning is examined in terms of Individualized Educational Programs, individual program plans, and individual transition plans; and case management. Recommendations are further made for demographics, interagency planning/systems change, fiscal policy and legislative actions. A final section lists recommendations for immediate followup, including surveys of special education graduates and evaluation of the effectiveness of interagency agreements. (CL)

ED 257 289 EC 172 717

Rohlander, Dorothy  
Child Exploitation: Some Pieces of the Puzzle. Governor's Advocacy Council on Children and Youth, Raleigh, NC.

Pub Date—Oct 84

Note—35p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Federal Legislation, Law Enforcement, \*Pornography, \*Runaways, \*Sexual Abuse, \*State Legislation

Identifiers—Child Pornography, \*North Carolina, \*Prostitution

The report addresses the status in North Carolina and in the nation of child exploitation. Legislative and judicial backgrounds for child pornography and child prostitution are reviewed, and difficulties in obtaining statistical data are noted. Law enforcement issues in pornography are cited, and suggestions for further legislation regarding child

pornography are also covered. Issues in missing children in the state are briefly addressed. A discussion of the national perspective on child exploitation centers on the offenders and the victims of child pornography, child prostitution, and runaway children. Physical and psychological effects of sexual exploitation are reviewed. Difficulties with previous federal legislation are described, along with the 1982 Missing Children's Act and pending legislation. Appendices include the North Carolina Child Protection Act of 1983 and criminal law involving rape and other sex offenses. (CL)

ED 257 290 EC 172 718

Wetherell, Nancy

**The ACT Program for Academically and Creatively Talented Students.**

Pub Date—[83]

Note—25p.; The document was developed at Wayne Central High School, Ontario Center, NY. Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Academically Gifted, \*Acceleration (Education), \*Creativity, \*Enrichment, \*Gifted, \*Program Development, Secondary Education, Student Characteristics, Talent

The report describes the history and progress of the ACT Program for Academically and Creatively Talented Students at the secondary level in Ontario Center, New York. Background information includes timelines and distinctions between honors and gifted programming. A section on identification presents the definition of gifted and talented, specifies learning and motivational characteristics, and provides sample student and parent inventories. The ACT program scope is explained to include enrichment, acceleration, support, and productivity activities. Additional program aspects described include job functions of mentors; the ACT program philosophy, goals, and model (covering enrichment experiences, small group experiences, and individual or group projects); and program scheduling, resources, and evaluation. (CL)

ED 257 291 EC 172 719

Haring, Norris G. And Others

**Field Initiated Research Studies of Compliance and Educational Progress in Severely and Profoundly Handicapped Students. Final Report, FY 1982-83.**

Washington Univ., Seattle. Coll. of Education. Spons Agency—Special Education Programs (ED/OSERS), Washington, DC. Research Projects Branch.

Pub Date—[83]

Grant—G008001915

Note—211p.; Some charts in Appendix B may not reproduce well.

Pub Type—Reports—Evaluative (142)—Reports—Research (143)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—Behavior Patterns, \*Classroom Observation Techniques, Elementary Secondary Education, \*Severe Disabilities, Time Factors (Learning)

Identifiers—\*Compliance Training

The final report presents progress of a project investigating compliance and noncompliance among severely handicapped students. Details are reported for each of the project's three years: from initial conceptualization of compliance and noncompliance, to training on the Microprocessor Operated Recording Equipment (MORE), to studies on the effects of various interventions (including precision teaching) on noncompliant behavior. Results of a study on the effects of structured programs concluded that the effect on generalized compliance was minimal. All-day compliance programs resulted in findings that were difficult to interpret. Repeated mandates used to improve the compliance of severely handicapped students appeared to be a promising approach. Latency analyses suggested that there is little reason to wait more than a few seconds for a pupil to respond to a compliance request. Extensive appendices include MORE observation codes, an overview of data-based performance rules in making daily classroom decisions, and latency analyses charts. (CL)

ED 257 292 EC 172 720

Maker, C. June And Others

**Challenging Gifted Students in the Catholic School.**

National Catholic Educational Association, Washington, D.C.

Pub Date—85

Note—48p.

Available from—National Catholic Educational Association, Suite 100, 1077 30th Street, N.W., Washington, DC 20007-3852 (\$5.00 each, \$3.00 each for 5 or more).

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Catholic Schools, \*Classroom Techniques, Elementary Secondary Education, \*Gifted, Referral, \*School Organization, Screening Tests, \*Student Evaluation, \*Talent Identification, Teaching Methods

The guidelines presented in this publication focus on the education of gifted students within Catholic schools. Initial sections address the challenge of teaching gifted students and note the variety of gifts and talents. Goals are presented for educating gifted students in terms of three areas: (1) school (organizational options, directional approaches, teacher qualifications); (2) classroom (teaching/learning approaches, classroom management); and (3) person and community. A chapter dealing with identification examines referral, screening, and the relationship of referral, screening, and identification to definitions. Considerations in evaluation include general issues as well as those related to student progress and placement. A final section lists approximately 50 resources (books and materials). (CL)

ED 257 293 EC 172 721

Wilgosh, L. And Others

**A Parent, School, Community Partnership in Career Education for the Mentally Retarded.**

Pub Date—Apr 85

Note—24p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adaptive Behavior (of Disabled), \*Career Education, \*Employer Attitudes, \*Moderate Mental Retardation, \*Parent Attitudes, Parent Teacher Cooperation, Secondary Education, \*Teacher Attitudes, Vocational Interests

The presentation focused on findings of three studies, and implications for parent-teacher-employer involvement in development and implementation of career education programs for TMR (trainable mentally retarded) adolescents. Study I examined parent and teacher ratings of adaptive behavior and vocational interests. Study II investigated parent, teacher, and employer perceptions of the general goals, objectives, and content of a career education program for this population. Study III involved in-depth interviews with 10 parents from the parent sample of study I; the interviews investigated concerns, hopes and fears for their children, particularly related to life skills development. Across the studies, perceptions of parents, teachers and employers regarding the goals, objectives, and content of a career education program were generally consistent. Parents more strongly supported the teaching of academic skills than did teachers or employers. Predominant concerns of parents included the relatively little feedback from psychologists and teachers on assessment and educational progress. The consistency among perceptions of the groups was felt to hold promise for partnership in TMR career education. (CL)

ED 257 294 EC 172 722

Roberts, John T.

**Impedance in School Screening Programs.**

Pub Date—Apr 85

Note—4p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Journal Cit—Hearing Instruments; v34 n2 p8,12-13 1983

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Journal Articles (080)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Audiometric Tests, Auditory Evaluation, \*Elementary Education, Handicap Identification, \*Hearing Impairments, \*Screening Tests Identifiers—\*Impedance Audiometry

This paper examines the controversy over use of impedance screening in public schools to identify students with hearing problems, including otitis media, a common ear condition in infants and young children. It cites research that questions the value of pure tone screening as a single test and raises critics' objections to the use of impedance, including over-referral and methodological weaknesses in studies linking conductive hearing impairment to

learning and language problems. The inclusion of impedance screening with pure tone audiometry would lead to a more effective screening battery, identifying children with problems that may be prevented. (CL)

ED 257 295 EC 172 723

Schulz, Betty R. Flaton, Rebecca L.

**Assessment of Creative Communication in Learning Disabled Adolescents.**

Pub Date—18 Apr 85

Note—17p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150)—Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Behavior Rating Scales, Classroom Observation Techniques, \*Communication Skills, \*Creativity, \*Informal Assessment, \*Learning Disabilities, Secondary Education, Self Evaluation (Individuals), Student Evaluation

Techniques are proposed for informally assessing oral communication skills in learning disabled adolescents. A feedback sheet uses direct observation by the teacher while the self-rating scale uses an indirect form of observation by the student. Theoretical premises of the two measures are noted. The Communication Feedback Sheet is designed to assess a student's abilities in cognitive behavior modification, social perception, and pragmatics. The Creative Communication Self-Rating Scale is composed of questions to assess how creative the student is in various communication situations. Purpose, administration, interpretation, and application of each measure are described. (CL)

ED 257 296 EC 172 724

Fuace-Chappell, Edwina

**Mainstreamed Secondary Students and Course Proficiency Testing without Modifications.**

Pub Date—Apr 85

Note—28p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Disabilities, \*Mainstreaming, \*Minimum Competency Testing, Secondary Education, \*Testing

The paper addresses the issues of testing modifications with handicapped students in Houston (Texas) Independent School District. Using descriptive data, the performance of secondary mainstreamed and nonhandicapped students on course proficiency field tests without modifications are compared. Approximately 65% of the mainstreamed students were learning disabled or speech handicapped. Comparisons of scores on criterion referenced tests (without adaptations) for 14 academic courses revealed that mainstreamed students performed as well or better than their nonhandicapped peers on five tests (Algebra I, geometry, world history, world geography, and U.S. history). Data further suggested that testing modifications are necessary for mainstreamed students on course proficiency tests in English and science, although testing without modifications seemed appropriate for the areas of mathematics and social studies. It is concluded that testing modifications are not the answer to the high failure rate for mainstreamed students in maximum competency programs, but that students with a low probability for success should not be mainstreamed. (CL)

ED 257 297 EC 172 725

Maurer, Lydia

**Opening Doors: Educating the Disabled.**

Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education; Arizona Univ., Tucson. Coll. of Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Feb 85

Note—84p.; Paper based on handbook was presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985). For related document, see EC 172 726.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—\*Disabilities, \*Mainstreaming, Secondary Education, Teacher Attitudes, Teacher Role, \*Vocational Education, Vocational Education Teachers



The handbook is intended to give regular vocational educators basic information about integrating disabled students into their classrooms. An initial section addresses common concerns of vocational teachers, including ways to overcome fears and raise the comfort level, safety, basic special education laws, roles of a vocational teacher in the Individualized Education Program meeting, reasonable accommodations, discussions with non-handicapped peers, and additional personnel. The next section contains information on six disabilities: epilepsy, learning disabilities, hearing impairments, mental retardation, mobility impairments, and visual impairments. Case studies are presented in which students describe their difficulties, teachers' attitudes towards them, and their school and work experiences. The concluding section outlines mini-activities involving role playing and simulation of disabled persons. A glossary, references, and bibliography are appended. (CL)

ED 257 298

EC 172 726

**Maurer, Lydia**  
**Opening Doors: Employing the Disabled.**  
Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education; Arizona Univ., Tucson. Coll. of Education.  
Spons Agency—Department of Education, Washington, DC.  
Pub Date—[85]  
Note—59p.; Paper based on handbook was presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985). For a related document, see EC 172 725.

Pub Type—Guides - Non-Classroom (055)  
EDRS Price - MF01/PC03 Plus Postage.  
Descriptors—\*Accessibility (for Disabled), Attitude Change, \*Disabilities, \*Employer Attitudes, \*Employment, \*Epilepsy, \*Hearing Impairments, \*Interaction, \*Learning Disabilities, \*Mental Retardation, \*Physical Disabilities, \*Physical Mobility, \*Visual Impairments

The handbook is intended to help employers understand barriers to employment of disabled people. Barriers are examined, including attitudinal, physical (architectural, transportation, site, and equipment), policy and practice barriers (interviewing and recruiting), and communication barriers. Suggestions and guidelines for dealing with the barriers are offered. Six types of disabilities are examined and guidelines offered for interaction: learning disabilities, hearing impairments, epilepsy, mobility impairments, mental retardation, and visual impairments. Approaches to preparing coworkers are noted along with a series of mini-activities allowing people to express their feelings about disabilities through role playing. A bibliography and glossary are appended. (CL)

ED 257 299

EC 172 727

**Effective Performance Based Placement for Hard to Place Groups. A Conference on Improving Job Development Techniques.** (Phoenix, Arizona, April 2-3, 1984). **Opening Doors Monograph.**  
Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education; Arizona Univ., Tucson. Coll. of Education.  
Spons Agency—Department of Education, Washington, DC.

Pub Date—Oct 84  
Note—73p.; Paper based on this monograph was presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Guides - Non-Classroom (055) — Collected Works - Proceedings (021)  
EDRS Price - MF01/PC03 Plus Postage.  
Descriptors—\*Disabilities, \*Employment, \*Job Development, \*Job Placement

The conference excerpts highlight job development techniques for hard-to-place clients. Myths about employment are cited, including that the most qualified person gets the job and employers know what they are doing in hiring. The job developer's role in understanding and accessing the job market is considered, along with time management suggestions for scheduling, organizing caseloads, and self-assessment. Additional functions of the job developer are noted: writing job development contracts and preparing clients for interviews. A panel of employers touches upon questions of rural problems and job developers' roles. Concerns of limited English speakers, ex-offenders, and the disabled are briefly addressed. The job developer's role in post-interview debriefing, and "selling" the em-

ployer on features of organizations and of clients is noted. A final section addresses issues of networking. Conference participants and their affiliations are listed. (CL)

ED 257 300

EC 172 728

**Cramer, Joyce And Others**  
**Assessment Classes for L.D. Students.**  
Pub Date—Apr 85

Note—45p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)  
EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—Elementary Education, \*Learning Disabilities, Occupational Information, Program Descriptions, \*Program Development, \*Special Classes, \*Student Evaluation

The Special Education Department of the Omaha Public Schools implemented assessment classes for students identified as learning disabled. The classes offer the opportunity for in-depth evaluation of behavior in a variety of situations and with many different techniques and materials. Four critical elements of LD assessment classes include: the design (students are bused to the LD Diagnostic Center for their regular school classes); the staff (staff includes four master teachers, a speech-language pathologist, an aide, and a secretary); the process (information is analyzed regarding learning characteristics, alternate curriculum and materials); and parental involvement (parents are invited to visit the class). Among additional services of the center are review of new instructional materials, demonstration teaching, and inservice teacher training. Accompanying background materials include guides, forms, and evaluation instruments from the LD center; and the publication, "News and Views of the Learning Disabilities Programs." (CL)

ED 257 301

EC 172 729

**Irwin, Cindy Morgan, Susan**  
**Educational Interpreters—A New Breed.**  
Pub Date—Apr 85

Note—46p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Deaf Interpreting, Elementary Secondary Education, \*Hearing Impairments, \*Mainstreaming, \*Staff Role  
Identifiers—\*Educational Interpreters

The emergence and importance of educational interpreters for hearing impaired students are reviewed. Qualifications in the Mesa (Arizona) Public Schools for this position are set forth, including certification and ability to work on a team. Duties beyond interpreting include assisting in normal classroom routines and procedures and acting as liaison between special and regular education programs. Mainstreaming duties are noted for the position at both the elementary and secondary levels. Elementary interpreters are involved in such tasks as sign language instruction for regular education students while secondary interpreters may be involved in tutoring, liaison, and special occasions. Appended materials include sample job descriptions and staff guidelines. (CL)

ED 257 302

EC 172 730

**Juul, Kristen D.**  
**Epidemiological Studies of Behavior Disorders in Children: An International Survey.**  
Pub Date—Apr 85

Note—34p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Information Analyses (070)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Behavior Disorders, Cross Cultural Studies, \*Foreign Countries, \*Incidence  
Identifiers—\*Epidemiology

The investigation consisted of a review and summary of 25 epidemiological studies of behavior disorders from 16 foreign countries. The countries were Great Britain, Australia, New Zealand, Canada, Sweden, Denmark, Norway, Finland, Iceland, the Netherlands, France, West Germany, Bulgaria, Uganda, and Sudan. The findings show that prevalence rates for children in other countries tend to be

much higher than in the United States and are more in harmony with the incidence figures for adult populations both in the United States and in other countries. Differences may be attributable to the fact that in the United States prevalence is generally determined by teacher estimates, whereas in other countries the assessments are much more often made by psychiatrists. Further, foreign studies tended to use a broader range of information than their American counterparts. The evidence gained from international research supports the contention that the occurrence of moderate to severe behavior disorders is about twice as high as the ten percent figure usually quoted in American professional literature and very much higher than the less than one percent receiving any attention through special education or mental health services. (Author/CL)

ED 257 303

EC 172 731

**Smith, Susan J. Solimani, Genevieve**  
**Decreasing Self-Stimulating Behaviors with the Profoundly Mentally Retarded, While Acknowledging Obstacles and Frustrations.**  
Pub Date—Apr 85

Note—12p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, \*Behavior Modification, \*Intervention, \*Severe Mental Retardation, \*Stimulation

Two studies examined different treatment procedures to suppress self-stimulating behaviors with the profoundly mentally retarded. In experiment 1, a fine mist of cold water from a spray bottle was applied to the neck of a teenaged student in a class for the profoundly retarded. The intervention was very successful in reducing inappropriate humming behavior in the morning but was less so in the afternoon. In study 2, a timeout "refrigerator box" was used to lessen a second student's inappropriate yelling. Implications of such approaches for profoundly retarded students are addressed in terms of teacher time, use of punishment, and positive reinforcement. (CL)

ED 257 304

EC 172 732

**Abbott, Randy V.**  
**The LD Student in Math: Teacher Attitudes—A Summary.**  
Pub Date—Apr 85

Note—8p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Elementary Secondary Education, \*Expectation, \*Learning Disabilities, \*Mathematics Instruction, \*Mathematics Teachers, \*Special Education Teachers, Teacher Attitudes, Teacher Role

Questionnaires were sent to 500 members of the National Council on Learning Disabilities and 500 members of the National Council of Teachers of Mathematics. Findings revealed a difference in attitude toward mathematics in the two groups and in attitudes toward learning disabled (LD) students in mathematics. LD teachers were more positive toward LD students in mathematics. Both groups had high expectations for the LD student in mathematics and felt that they should be included in the standardized achievement testing required of other students. Both groups agreed on mathematics content (basic skills objectives outlined by the National Council of Supervisors of Mathematics, consumer mathematics, numbers and numeration, and recreational math). LD teachers wanted to shift the primary responsibility for teaching mathematics to the mathematics teachers. Findings are further examined according to eight instructional theories. Eight questions for further research are raised. (CL)

ED 257 305

EC 172 733

**Marovitch, Sharon And Others**  
**Individual Differences in Maternal Stress, Child Temperament and Mother-Child Interaction with Developmentally Delayed Preschoolers.**  
Pub Date—Apr 85

Note—30p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**  
**Descriptors—**\*Coping, \*Developmental Disabilities, \*Down Syndrome, \*Neurological Impairments, Parent Child Relationship, \*Personality Traits, Preschool Education, \*Stress Variables  
 Parental stress and supports, child temperament and mother-child interaction in free play were assessed in three groups of families of delayed preschoolers: 40 children with Down's Syndrome, 29 children with neurological impairments, and 40 children with delayed development of unknown etiology. In addition to a number of instruments completed by staff and parents, videotapes of free play were analyzed. Findings suggested a wide variety of interactions and feelings of success in coping as a result of differences in child temperament and type of handicap. Specific results included that mothers of unknown etiology children reported lowest self-esteem scores, that mothers and fathers of Down's Syndrome children reported feeling most supported, and that mothers who experienced greatest frustration in daily coping were least likely to rate their child's overall temperament as easy and most likely to rate it difficult. (CL)

**ED 257 306** **EC 172 734**

**Williams, Ellen L.** *Liavotte, Jack*  
**Parents as Partners in Education. Project PIPE**  
 (Parent Involvement through Parent Education).

Blanchard Valley Center, Findlay, OH; Bowling Green State Univ., Ohio.

Spons Agency—Ohio State Dept. of Mental Health and Mental Retardation, Columbus. Div. of Mental Retardation and Developmental Disabilities.  
 Pub Date—19 Apr 85

Note—48p; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors—**Community Resources, \*Disabilities, \*Intervention, \*Parent Participation, \*Parent School Relationship, Preschool Education, \*Program Development

**Identifiers—**\*Parent Involvement through Parent Education

The paper describes Project PIPE (Parent Involvement through Parent Education), an approach designed to increase the involvement of parents of preschool developmentally delayed and disabled children in their children's education and treatment programs. Three phases are delineated: (1) development of a community network (facilitating relationships between early intervention programs and community resources agencies); (2) development of a parent resource center containing books, pamphlets, articles, slides, tapes, teaching materials, adaptive equipment or toys and games; and (3) development of a parent centered program (identifying and overcoming barriers to parent participation). A parent-centered curriculum developed by the project is also described. (CL)

**ED 257 307** **EC 172 735**

**Rocha, Ramon M.** *Sanford, Howard G.*  
**An Action Plan Approach to Inservice Training.**

Pub Date—Apr 85

Note—27p; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors—**\*Disabilities, Elementary Secondary Education, \*Inservice Teacher Education, \*Mainstreaming, \*Resource Teachers, \*Teacher Role

The resource teacher's role in providing inservice training to regular educators is examined. The paper then describes an Action Plan Approach in which regular education teachers and the resource room teacher jointly identify problems commonly associated with mainstreaming and utilize combined efforts to resolve the problem. The advantages to the Action Plan Approach include shared responsibilities, vested interest by all involved, and developed materials/strategies that facilitate successful mainstreaming. The approach is broken down according to problem identification processes, goal specifications, and additional resources. (Author/CL)

**ED 257 308** **FL 014 983**

**Ramos, Teresita V.**  
**Advanced Tagalog Reader.**

Hawaii Univ., Honolulu. Dept. of Indo-Pacific Languages.

Spons Agency—Office of Postsecondary Education (ED), Washington, DC.

Pub Date—[85]

Grant—G00-83-02114

Note—472p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC19 Plus Postage.**

**Descriptors—**Adult Education, \*Advanced Courses, \*Creative Writing, \*Cultural Education, Foreign Countries, Glossaries, \*Reading Comprehension, Reading Materials, \*Tagalog, \*Vocabulary Development, \*Writing Exercises

**Identifiers—**\*Philippines

A Tagalog reader designed for adult students beyond the intermediate level contains 30 lessons in agriculture, art, economics, education, history, language, literature, medicine, music, political science, religion, and sociology. Each unit contains four sections: (1) a reading passage with numbered paragraphs and underlined vocabulary words, for later reference; (2) two word lists containing general and specialized or technical vocabulary, defined as used in the text, with parts of speech, country of origin if borrowed, synonyms and variants if appropriate, and accents noted; (3) comprehension questions, primarily recall, with some comparative, free-response, and experience-related; and (4) exercises for vocabulary expansion, text analysis, discussion, and creative writing. (MSE)

**ED 257 309** **FL 014 986**

**Gonzales, Phillip C.** *Comp.*  
**Vocabulary for the Spanish-English Bilingual Program. [Grades K-6.]**

Evaluation, Dissemination and Assessment Center, Dallas.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—Aug 84

Note—123p.

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials - Vocabulary/Classifications (134)

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors—**Bilingual Education, \*Bilingualism, Class Activities, Elementary Education, \*English (Second Language), Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Health Education, Kindergarten, Language Arts, Mathematics Instruction, Safety Education, Science Education, Social Studies, \*Spanish, \*Vocabulary Development

Materials for Spanish-English bilingual children's vocabulary development in grades K-6 include lists of English words and their Spanish counterparts for the typical course of study, which in grades one through six includes social studies, science, language arts, health and safety, and math. Related class activities in each area are suggested after each grade level list. For the five-year-olds, the scope of the vocabulary includes body parts, clothing, food, communications, school, and transportation. (MSE)

**ED 257 310** **FL 014 987**

**Juarez, Juan**  
**Language Acquisition: An Annotated Bibliography on Bilingual Education: Foundations, Psychological and Cognitive Aspects, and Instructional Strategies.**

Evaluation, Dissemination and Assessment Center, Dallas.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—Feb 84

Note—75p.

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses (070)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors—**Annotated Bibliographies, \*Bilingual Education, \*Classroom Techniques, \*Cognitive Development, Early Childhood Education, Educational Attitudes, Educational History, \*Educational Strategies, Language Arts, \*Language Processing, Legal Problems, Philanthropic Foundations, Program Evaluation, Psycholinguistics, Reading Skills, \*Second Language Learning, Sociolinguistics, Testing, Transfer of Training

An annotated bibliography of over 100 books, articles, and studies on bilingual education includes a summary and a review of each work. The bibliography has three focal areas: (1) bilingual education in general, including the rationale for it, attitudes toward it, historical and/or sociological perspectives, legal aspects, and evaluation of programs; (2) psychological/cognitive aspects, including the areas of cognitive development, psycholinguistics, sociolinguistics, transfer of learning, and language and culture; and (3) teaching strategies, including instructional models, testing, early childhood education and language, first and/or second language learning, and reading and language arts. Entries are also indexed by author. (MSE)

**ED 257 311** **FL 015 050**

**Lesser-Hurley, Judith**  
**United States Language Policy in Micronesia: A Study in Ambivalence.**

Pub Date—[84]

Note—19p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors—**\*Bilingual Education, \*Educational Policy, Elementary Secondary Education, \*English (Second Language), Government Role, \*Language of Instruction, \*Native Language Instruction, Official Languages, Postsecondary Education, Public Policy, \*Second Language Instruction

**Identifiers—**Federated States of Micronesia, \*Micronesia, United States

Past and current education and language policy in the Federated States of Micronesia (FSM), which was formerly the U.S. Trust Territory of the Pacific, is discussed. Although under U.S. Navy administrative control since 1947, FSM is currently being divided into independent nations. The area has been influenced by colonization by Germany and Spain as well as by Japanese domination which ended with World War II. Over the last three decades, educational policy has vacillated between English-only instruction and primary language instruction as a tool for transition to English. Despite the fact that English has become a lingua franca in the Trust Territory and in FSM, the educational system has not developed approaches to develop English proficiency for Micronesian students. Overall problems of administering schools in a nation of diverse and distant islands are exacerbated by the multiplicity of languages and cultures, lack of standardized and disseminated orthographies, and insufficient or inadequate materials. Additional problems include lack of English proficiency among Micronesian teachers, resistance to primary language instruction on the part of Micronesian policymakers, and lack of consistent funding or support for bilingual education. (Author/SW)

**ED 257 312** **FL 015 058**

**Cummins, James**  
**Linguistic Interdependence and the Educational Development of Bilingual Children. Bilingual Education Paper Series, Vol. 3 No. 2.**

California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.

Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, DC.

Pub Date—Sep 79

Note—69p.

Pub Type—Opinion Papers (120) — Information Analyses (070)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors—**\*Academic Achievement, Bilingual Education, \*Bilingual Students, Child Language, \*Cognitive Development, Communicative Competence (Languages), Developmental Stages, Elementary Secondary Education, \*Language Acquisition, Language of Instruction, Language Research, \*Learning Theories, Minority Groups, Native Language Instruction, Second Language Instruction, \*Second Language Learning, Sociocultural Patterns

The proposed theoretical framework emphasizes the interaction between sociocultural, linguistic, and school program factors in explaining the academic and cognitive development of bilingual children. It is theorized that bilingualism that is cognitively and academically beneficial can be achieved only on the basis of adequately developed first language (L1) skills. This position is based on two hypotheses. The "developmental interdependence" hypothesis proposes that the development of competence in a second language (L2) is partially a function of the type of competence already devel-

oped in L1 at the time when intensive exposure to L2 begins. The "threshold" hypothesis proposes that there may be threshold levels of linguistic competence that bilingual children must attain both in order to avoid cognitive disadvantages and to allow the potentially beneficial aspects of bilingualism to influence their cognitive and academic functioning. This model of bilingual education explains educational outcomes as a function of the interaction between background, child input, and educational treatment factors. Attention is also directed to problems with bilingual education program evaluations that fail to consider these potential interactions. A review of relevant literature and studies is included. (Author/SW)

ED 257 313 FL 015 062  
Hayes, Curtis W. And Others

To Read You Must Write: Children in Language Acquisition.

Pub Date—Mar 85

Note—23p; Paper presented at the International Conference on Second/Foreign Language Acquisition by Children: Theoretical Aspects and Practical Applications (Ada, OK, March 29-30, 1985).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, \*English (Second Language), Grade 5, High Interest Low Vocabulary Books, Learning Motivation, \*Limited English Speaking, Mexican Americans, \*Migrant Education, Reading Attitudes, \*Reading Instruction, Second Language Instruction, Spanish Speaking, Story Reading, Teaching Methods, Writing Apprehension, \*Writing Instruction Identifiers—Dialogue Journals

Approaches that were used to teach English to fifth grade children of Mexican-American migrant farm laborers are described. The students were categorized as limited in English language proficiency. The children's academic self-concept was so low that they perceived learning as involving impossible tasks, and they believed that they were the source of their own problems. One cause for their failure was that they had little opportunity to read and write. The curriculum was adapted to the students. Instead of the oral reading period, the teachers read stories to the students. Class time was also set aside for journal writing, and teachers read and responded in writing to students' work. Educational objectives included: conveying to students that writing and reading could be important in their lives; developing fluency and turning nonwriters and fearful writers into bold writers; and desensitizing students to errors. The journal writing provided a natural language exchange and a sense of audience, and also developed a positive self-image and sense of success for students. This technique also addressed individual needs of students at different proficiency levels. Topics of student writing projects included: love letters to students' mothers or fathers and biographies of others. By the end of the year, the students were reading and writing fluently and purposefully. All curricula areas were covered, and students increased their reading proficiency and written production. Five student writing samples are appended. (SW)

ED 257 314 FL 015 063

Bensoussan, Marsha Golan, Jonathan  
English for Students of Mathematics.

Pub Date—Sep 81

Note—92p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Mathematics, Diagrams, English for Special Purposes, Functions (Mathematics), Higher Education, \*Instructional Materials, \*Mathematical Concepts, Mathematics Materials, Matrices, Proof (Mathematics), \*Reading Comprehension, Reading Skills, Semantics, \*Sentence Structure, Syntax, Transformations (Mathematics), Verbs, Writing Skills Identifiers—\*English for Science and Technology

A curriculum unit on English for mathematics students at the University of Haifa is presented. The text content concerns mathematics while integrating language principles. Exercises are included that involve comprehension of geometric diagrams, reading comprehension, word meanings, and restructuring sentences. The 12 sections cover: projective planes, infinite matrices and convergent sequences, relations, metric spaces, Peano's postulates for the natural numbers, monoids, matroids, graphs of functions, binomial coefficients, cross

products of vectors, generalized inverses of linear transformations, and the Riemann integral. The lessons cover topics such as: when a word ending in "ing" is not a verb, modal verbs, simple sentences, active and passive verbs, verbs used as adjective/expanded forms, sentence function, phrases showing the writer's comments, general versus qualified statements, compound sentences, "since," clauses and phrases, parallel structures and enumeration, changing the subject without markers, language of proof, introduction and transition passages, intensifiers and qualifiers, statements of contrast, logical arguments, markers of emphasis, language of theorem and proof, sentence structure and information, following the argument, and sentence structure review. Appended is the Greek alphabet, including the name of each letter and the upper and lower case symbols for each letter. (SW)

ED 257 315 FL 015 067

Politzer, Robert L.

Social Class and Bilingual Education: Issues and Contradictions. Bilingual Education Paper Series, Vol. 5 No. 2.

California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—Sep 81

Note—24p; Paper presented to the California Teachers Association Blue Ribbon Bilingual Committee (January 1981)

Pub Type—Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education, Bilingualism, Economically Disadvantaged, Elementary Secondary Education, Federal Legislation, \*Immersion Programs, Language Planning, Limited English Speaking, \*Low Income Groups, \*Program Effectiveness, Public Policy, Second Language Instruction, \*Social Class, Socioeconomic Status, \*Underachievement, Upper Class Identifiers—Lau v Nichols

Issues concerning bilingual education are discussed, with a focus on the effect of social class on educational outcomes. While bilingualism tends to be associated with some educational advantages for the upper class, it often appears to result in an additional handicap within the lower ranges. In many educational outcomes affecting bilinguals, social class rather than bilingualism per se may be the factor of primary importance. Two hypotheses concerning the reason for educational underachievement of the poor are identified: the deficit and the difference hypotheses. During the war on poverty, a frequent debate concerned the hypothesis that educational failure of the poor was related to a mismatch of their native language and the language of school (i.e., the poor speak a different dialect or language distinct from middle class English). This linguistic mismatch hypothesis was applied in public schools through the Bilingual Education Act. Also considered are the effects in the schools of the Lau decision (1974) and an Office of Civil Rights' decision. Three possibly valid explanations of different effects of upper class and lower class bilingualism are also proposed. The effects of immersion of lower and middle/upper class children for the purposes of second language teaching is discussed in some depth. Additional topics include the effects of motivation, limited English speaking children, the threshold level and additive vs. subtractive bilingualism hypotheses, and local flexibility concerning bilingual education policy. (SW)

ED 257 316 FL 015 068

Streiff, Virginia

Cloze in the Classroom with Notes on Needed Research. Bilingual Education Paper Series, Vol. 5 No. 3.

California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—Oct 81

Note—51p; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (14th, San Francisco, CA, March 1980)

Pub Type—Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, \*Cloze Procedure,

Elementary Secondary Education, English, English (Second Language), Language Teachers, Language Tests, \*Native Language Instruction, Native Speakers, Research Needs, \*Second Language Instruction, Test Construction, \*Testing, \*Test Reliability, \*Test Selection

The use of the cloze procedure by classroom teachers who are not extensively trained in testing in general or language testing in particular is discussed. Focal points are material selection for cloze; some technical aspects of construction and administration; insights about testing language students native to cloze; reliability of cloze administered to small groups; and typical native speaker scoring patterns, which may suggest criterion ranges for nonnative speaker cloze score comparison. The information is drawn primarily from the work of graduate students who tested monolingual English speakers, Spanish/English bilinguals, and adult learners of English as a Second Language. General points and things to avoid in material selection for cloze are outlined for grades kindergarten through 6, high school grades, and adult classes. For the analysis of classroom cloze reliabilities, a chart indicates for each grade and section the number of items, the language, the administration mode, the number of subjects, the score type, and the reliability coefficients. Correlations of the cloze procedure with results of other achievement tests are also provided. Information on native speaker cloze scores is also given, including the frequency of word deletion, the language of the test, the test content, level of difficulty, number of items, score type, and mean scores in percentages. (SW)

ED 257 317 FL 015 069

Gates, Stephen J.

Experimental vs. Non-Experimental Research on Classroom Second Language Learning. Bilingual Education Paper Series, Vol. 5 No. 4.

California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—Nov 81

Note—19p; Paper presented at the Annual Meeting of the Midwest Regional Teachers of English as a Second Language (1st, Champaign-Urbana, IL, April 3-4, 1981)

Pub Type—Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Classroom Observation Techniques, \*Classroom Research, \*Error Analysis (Language), Experiments, Feedback, \*Research Methodology, Second Language Instruction, \*Second Language Learning

Aims of classroom-centered research on second language learning and teaching are considered and contrasted with the experimental approach. Attention is briefly directed to methodological problems of experiments, such as controlling classroom events in various ways, and to conceptual weaknesses with study variables. In contrast, classroom-centered research, which involves observation, assumes that the description of classroom activities is a prerequisite to research on second language learning effectiveness and that formal instruction's contribution to language acquisition cannot be studied without measuring actual classroom activity. To illustrate the approaches employed by the experimental study and classroom-centered research, a hypothetical study about teacher correction of learners' errors is considered. Three vital roles played by nonexperimental investigations of the second language classroom are identified: (1) identifying variables whose importance for classroom learning should be investigated experimentally, (2) discerning the unique character of the second language classroom, and (3) developing new conceptualizations of the second language classroom. The view of the classroom largely guiding second language classroom research is that of an interaction between teachers and learners. Alternative views of the classroom have also arisen based on observation and analysis of the second language classroom. (SW)

ED 257 318 FL 015 070

McConnell, Beverly B.

Bilingual Education: Will the Benefits Last? Bilingual Education Paper Series, Vol. 5 No. 8.

California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.

Spons Agency—Office of Bilingual Education and



Minority Languages Affairs (ED), Washington, DC.

Pub Date—Mar 82

Note—19p.; Paper presented at the Annual Meeting of the International Congress for Individualized Instruction (13th, Tucson, AZ, October 28, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Gains, \*Bilingual Education Programs, \*Early Childhood Education, Educational Testing, Elementary Education, English (Second Language), Followup Studies, \*Individualized Instruction, Kindergarten, Mathematics Achievement, \*Migrant Education, \*Mobile Educational Services, \*Outcomes of Education, Primary Education, Program Effectiveness, Reading Achievement, Spanish, Spanish Speaking, Vocabulary Development.

The effects of early education bilingual programs on subsequent educational achievement were studied with Spanish-speaking children of migrant farm workers in southern Texas. The children were enrolled in the Individualized Bilingual Instruction (IBI) program for at least one year from preschool through grade 3. About 30-50 children were tested at each grade level, and a like number were tested in a neighboring school for a comparison group. IBI children and the comparison group of Spanish-speaking, migrant farm worker children did not differ significantly on pretests. For the followup study, about 10 IBI children and about 15 comparison group children were tested at each grade level, grades 4-6. At this time, IBI children had been out of the IBI program from 1-5 years. IBI children had special instruction one hour a day. During the winter months, they were taught in the home base area, while special instruction was continued in temporary locations in the north during the migrant work season. The instructional materials were structured and sequenced, and the lessons were individualized. Frequent mastery checks were also provided. For the followup study, the Peabody Picture Vocabulary Test and the math and reading subtests of the Wide Range Achievement Test were administered to students. Findings include: (1) IBI children learned English much faster than children in the comparison group; (2) IBI children maintained and improved their Spanish; (3) IBI children achieved much higher scores in reading and arithmetic than comparison children; and (4) the IBI children's superiority was maintained at upper grade levels after they left the program. (SW)

ED 257 319

FL 015 071

Calderson, Margarita

Second Language Acquisition and Organizational Change through an Effective Training System. Bilingual Education Paper Series, Vol. 5 No. 11. California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—Jun 82

Note—42p.; Paper presented at the Conference on Investigation of Form and Function in Chicano English (El Paso, TX, September 10-12, 1981). For related document, see ED 249 773.

Pub Type—Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Education, \*Communicative Competence (Languages), Elementary Secondary Education, Language Research, \*Language Teachers, Limited English Speaking, Minority Groups, Models, \*Native Language Instruction, \*Preservice Teacher Education, Research Needs, \*Second Language Learning, State of the Art Reviews, Theories.

Three research-based theoretical frameworks on which educational programs for language minority students might be based are discussed, along with a composite framework. The frameworks, which coincide with California's frameworks (described in "Schooling and Language Minority Students: A Theoretical Framework," 1981), are as follows: (1) a framework for communicative competence, (2) a framework for second language (L2) acquisition, and (3) a framework for primary language (L1) development and its implications for communicative competence in L1 and L2. Theories and research by Canale and Swain (1980), Stevens (1977), Shuy (1976), Cummins (1981), Krashen (1981), and Di

Pietro (1979) are interwoven to develop a composite framework. This framework has been empirically tested as a teacher training device for 18 months and is now entering an observation stage at the classroom level. Included is a review of the state of the art in bilingual education that covers demographic projections, historical deficiencies in the definition of language minority students, and the progression of research trends and perceived needs. In addition, attention is focused on communicative competence and second language acquisition theories, as well as the framework for bilingual education. Finally, a composite model for teacher trainers is presented, with attention to its strengths and weaknesses, and implications for improving and expanding the model to meet the schooling needs of language minority students. (SW)

ED 257 320

FL 015 072

Holm, John

The Creole Core: Grammatical Interference in College Composition.

Pub Date—Apr 85

Note—10p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (19th, New York, NY, April 8-13, 1985).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Black Dialects, College Students, Comparative Analysis, \*Creoles, \*English (Second Language), Gullah, Haitian Creole, Higher Education, \*Interference (Language), Nonstandard Dialects, Pidgins, Remedial Instruction, \*Syntax, Vocabulary, Writing (Composition), \*Yoruba

Identifiers—Bahamas, Belize, Caribbean, Guyana, Guyanese Creole, Jamaica, Trinidad and Tobago, United States (East)

Twenty linguistic features found in essays of Creole-speaking students taking remedial writing courses at Hunter College are discussed and illustrated. The students spoke a creole or post-creole language as their mother tongue. The language varieties, which are those most frequently encountered in East Coast urban centers from Boston to Miami, are either Haitian Creole French or the following varieties of creole or post-creole English: American Black English vernacular (BEV), Gullah, Bahamian, Belizean, Jamaican, Trinidadian, and Guyanese. While the vocabulary and certain other features of these varieties vary considerably, they share many structural features influenced by African languages that cause similar kinds of interference in acquiring standard English. To illustrate these features and their origin, reference is made to parallel sentences in Yoruba (a Nigerian language), Haitian Creole French, and BEV or other English-based varieties. The examples illustrate lack of subject-verb agreement, the absence of the "ed" or suppletive form of the past tense and the past participle, inappropriate use of the present perfect tense, different words used for the verb "be," treating adjectives as verbs, unusual features of the noun phrase, and unusual word order. In addition to syntactical divergences, examples of interference at the lexical level are provided. It is concluded that creole-speaking students' problems in writing standard English arise from conflicting community norms rather than from any individual language deficiency. (SW)

ED 257 321

FL 015 073

Heckler, Edward E.

The Acquisition of the Passive by ESL Learners.

Pub Date—85

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Arabic, College Students, \*English (Second Language), Japanese, \*Language Tests, \*Multiple Choice Tests, Postsecondary Education, Sentence Structure, Spanish, \*Tenses (Grammar), \*Test Construction

Identifiers—\*Passives

The acquisition of the passive sentence structure by 36 adult learners of English as a second language (ESL) was studied. Twelve learners each spoke Arabic, Japanese, and Spanish as their native language. For each language group, four were beginners, four intermediates, and four advanced learners of English. All were studying English at the English Language Center at Michigan State University. Each learner took three tests in the following order: oral production, written production, and written reception. These tests required the learner to fill in the

blank in the sentence about a cartoon figure with a one-word oral answer, write a one-word answer that filled in the blank for each test sentence, and select the answer from four multiple-choice items. Each test had 70 sentences designed to elicit information about acquisition of the English auxiliary verb. Of these 70 items, 14 tested for the passive in six structures. Most correct responses were given on the multiple-choice written receptive task, while the fewest were given on the oral production task. The multiple-choice (receptive) task was easier than the two productive tasks. Beginners gave the fewest correct responses; advanced learners gave the most. The Japanese gave the greatest number of correct responses for each structure; the Arabs' responses were close behind; and the Spanish gave the fewest correct responses (with one exception to this pattern). Types of sentence structures that were easier/harder to learn are also identified. (SW)

ED 257 322

FL 015 075

Behrens, Sophia A. Comp.

Directory of Foreign Language Service Organizations: 3. Language in Education: Theory and Practice, No. 61.

Center for Applied Linguistics, Arlington, Va.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-15-599313-5

Pub Date—85

Contract—400-82-0009

Note—154p.

Available from—Harcourt, Brace, Jovanovich International, Orlando, FL 32887.

Pub Type—Reference Materials - Directories/Catalogs (132) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Agency Role, Cultural Enrichment, Elementary Secondary Education, Higher Education, \*Information Sources, Instructional Materials, Language Teachers, Organizations (Groups), \*Professional Associations, Professional Services, Publications, \*Publishing Industry, Researchers, \*Resource Materials, \*Second Language Instruction, Teaching Guides

This updated resource guide for foreign language educators contains information on resources and services that can help enrich the classroom instruction. It is also designed for those who are concerned with the study or advancement of foreign languages and cultures. Information is provided on 149 foreign language service organizations and 68 publishers and distributors of foreign language materials. A language index is included. Two major sources of information and services relating to the teaching of English as a second language have also been included: Teachers of English to Speakers of Other Languages (TESOL) and the English Language Division of the British Council Central Information Service (formerly the British Council English Teaching Information Centre). For each service organization, information is provided on: the president, founding data, source of funding, number of staff, purpose, subject area, grade level, services, geographic area served, newsletter, publications, and projects in progress. The listing of publishers and distributors includes the address, phone number, and contact persons, when known. Publishers/distributors that provide inservice training for educators purchasing their materials are identified, along with any cost involved. Organizations and publishers/distributors offering services or materials related to specific languages may be located in the index under the language itself or under broader terms such as, "Uncommonly Taught Languages," and "East European Languages." (SW)

ED 257 323

FL 015 076

Alexander, Loren

Testing in Beginning FLES: Listening.

Pub Date—[85]

Note—14p.

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, \*FLES, \*Language Tests, \*Listening Comprehension Tests, Second Language Instruction, Speech Skills, \*Testing

Identifiers—Total Physical Response

The kinds of testing of listening skills that could be introduced for Foreign Languages in Elementary Schools (FLES) in the early stages of instruction

(e.g., in the third grade at the end of 10-20 clock hours of instruction) are discussed. It is suggested that listening is rarely tested in isolation, but normally is mixed with speaking or writing. At least three types of test item responses exist for listening: action response, evaluation response, and communication response. All are intended to create a response that can be used to evaluate listening (comprehension) skill without resorting to the other language skills or with only minimal use of simple utterances that make little or no demand on the speaking skill. In an action response one hears a command and physically carries out the command. The complexity of the teacher's utterance and the degree of familiarity of the utterance could become factors in the determination of scores. An evaluation response calls for the learners to give some indication of whether an utterance accurately portrays reality, or which of a set of possible responses is the correct one. Action response and evaluation response items call for little or no use of speaking, while communication response calls for oral response. The students' utterance involves not only their perception of the teacher's message, but also its intent and the formulation of an appropriate response with well-chosen linguistic structures. (SW)

ED 257 324

FL 015 079

McLaughlin, Daniel

Literacy in Navajoland: Functions and Effects of Power.

Pub Date—Mar 85

Note—33p; Paper presented at the Annual Ethnography in Education Research Forum (6th, Philadelphia, PA, March 29-31, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*English (Second Language), Ethnography, Language Attitudes, \*Language Role, \*Literacy, \*Navajo, Political Influences, \*Reservation American Indians, Social Influences, Speech Communication, Written Language

Identifiers—\*Navajo (Nation)

Literacy of Navajo Indians within an isolated community of a northeast Arizona Navajo reservation is discussed, based on an ethnographic investigation. Functions for English and Navajo literacy in two community settings where Navajos use standard and vernacular print are described. Using literacy artifacts, participant observation, and interview data collected over six months, attention is also directed to ways of participating in situations where people construct meaning from print; beliefs individuals share about literacy; and roles that institutions and power play in the overall functioning of literacy. Navajos exemplify a traditionally oral people who are both undergoing rapid modernization and, in certain church, school, and home domains, developing uses for vernacular print. Most Navajos, however, do not read and write nearly as effectively as school, business, and government institutions demand. Findings thus far indicate that an oral-literate diglossia exists whereby Navajos typically communicate in Navajo but read and write in English. Interaction within the chapterhouse and the church are discussed and illustrated using chapter notes, field notes, interview transcripts, and excerpts of a communion service. Cochran-Smith's (1984) idea about multiple layers of context is used as a framework for the analysis. The Navajo community's literacy events can be viewed as circles around a center, involving the physical and behavioral structure; functions for speaking, reading, and writing; a level of beliefs; and a level structured by power. (SW)

ED 257 325

FL 015 080

Language Organisations and Centres. A User's Guide. Information Guide 10. 2nd, Revised Edition.

Centre for Information on Language Teaching and Research, London (England).

Report No.—ISBN-0-903466-95-3

Pub Date—84

Note—88p.

Available from—Centre for Information on Language Teaching and Research, Regent's College, Inner Circle, Regent's Park, London NW1 4NS England

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cultural Education, Educational Technology, Elementary Secondary Education, English (Second Language), Foreign Countries,

French, German, Higher Education, \*Information Sources, \*International Organizations, Italian, \*Language Research, Language Teachers, Linguistics, Organizations (Groups), \*Professional Associations, Reading Skills, Researchers, Russian, \*Second Language Instruction, Spanish Identifiers—Europe, \*United Kingdom

A directory of United Kingdom (UK) organizations and centers that provide services of interest to language teachers and researchers is presented. The organizations are associations and societies that are concerned with language, linguistics, language teaching and research, and the most important groups concerned with educational technology and reading skills in general. The organizations and centers are concerned specifically with the teaching of the five principal foreign languages taught in UK schools (French, German, Italian, Russian, and Spanish), as well as the most important groups concerned with the teaching of English as a second or foreign language. Also included are embassies, cultural institutes, and tourist offices in the UK that provide information and/or materials suitable for cultural and background studies related to the five main languages. Finally, the directory includes the most important European and international associations and centers abroad concerned with language teaching and research in general and, in particular, with the teaching of the five main languages. Excluded are national language teacher associations in individual countries abroad. The first of the two main sections of the directory, an alphabetical list of organizations, provides a description of each organization including address and telephone number, a list of publications and ordering information, and a contact persons. The second main section, a bibliography, includes other published directories and sources of reference. Also provided are an organization index, index of abbreviations and acronyms, index of publications, and a subject index. (SW)

## HE

ED 257 326

HE 018 354

Ervin, Leroy And Others

Revenue Producing Athletics: An Annotated Bibliography.

Georgia Univ., Athens. Div. of Developmental Studies.

Pub Date—Apr 85

Note—134p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, \*Academic Standards, Annotated Bibliographies, Aptitude Tests, \*Athletes, Basketball, Black Students, Career Counseling, \*Court Litigation, \*Educational Malpractice, Eligibility, Football, Higher Education, \*Intercollegiate Cooperation, Legal Responsibility, Low Achievement, Personality Traits, Racial Discrimination, Student Financial Aid, Student Needs

Identifiers—\*College Athletics

An annotated bibliography on revenue producing sports is presented, with attention to: Proposition 48, exploitation of athletes, legal proceedings, research related to athletes and academic performance, psychological characteristics of athletes, and counseling programs for athletes. Introductions to each of the six topics are included. The section on Proposition 48 includes a summary of articles from the "Chronicle of Higher Education," presented in chronological order, as well as articles presenting alternatives to Proposition 48. Higher academic standards for athletes were stipulated by Proposition 48, which was adopted by the National College Athletic Association (NCAA) in 1983. Several ways young athletes are exploited include extravagant promises, the lure of television and national recognition, abuse of transcripts, and practices that dilute academic standards. The section on legal proceedings, which is a compilation of recent cases, law review articles, and articles from legal magazines, covers: broadcasting, discrimination, workers' compensation, the NCAA and regulation of collegiate sports, scholarship athletes and financial aid, education and college sports, violence in sports, racism and the student athlete. A list of additional references is included. (SW)

ED 257 327

HE 018 355

Utilization of Residence Hall Facilities, Fall 1984 with Trends from Fall 1975, Report No. 9-85.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

Pub Date—May 85

Note—84p.

Available from—State University of New York Office of Institutional Research and Analytical Studies, Albany, NY. 12222

Pub Type—Numerical/Quantitative Data (110)—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annual Reports, \*College Housing, Comparative Analysis, \*Dormitories, \*Facility Utilization Research, Higher Education, Multicampus Colleges, \*On Campus Students, \*Resident Assistants, \*State Universities

Identifiers—\*State University of New York

Detailed fall 1984 data, and summary data for fall 1975-1984, are presented in parts 1 and 2 of this 3-part document on the utilization of residence hall facilities at campuses of the State University of New York (excluding community colleges). In addition to trend data for each college and college type, graphic displays of percent utilization of residence hall facilities are provided. The five tables for fall 1984 are: (1) aggregated data that describe the original capacity of the residence hall facilities, the permanent and temporary adjustments of this original capacity, and net available space and actual utilization; (2) detailed data concerning the types of utilization of net available space, with resident student utilization as well as other types of utilization arrayed in categories; (3) resident student utilization arrayed by type of institution, type of accommodation, and rate paid by students; (4) displays by institution, the distribution of resident assistant bed rental waivers, total student occupancy, and the ratio of resident students to resident assistants; and (5) total student occupancy (the resident student factor with which the number of authorized bed rental waivers is calculated). A brief narrative summary of the data and definitions are also included. Part 3 of the document is an Office of Institutional Research publications list. (SW)

ED 257 328

HE 018 356

Seagren, Alan T. Creswell, John W.

A Comparison of Perceptions of Administrative Tasks and Professional Development Needs of Chairpersons/Heads of Departments in Australia and the U.S.

Pub Date—May 85

Note—42p; Paper presented at the Pan-Pacific Conference (Seoul, Korea, May 13-16, 1985). Appendix contains small print.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Administrator Responsibility, \*Comparative Education, \*Department Heads, Foreign Countries, Higher Education, \*Professional Development, Staff Development, \*State Colleges, Universities

Identifiers—\*Australia, \*United States

Management tasks of department chairs and their perceived needs for staff development were studied in Australian Colleges of Advanced Education (CAE), U.S. state colleges, and a U.S. university. Data were obtained from 679 Australian and 98 U.S. department heads, using similar instruments developed by the Nebraska-Lincoln Task Force on Management Practices in Higher Education. The university differed from the CAEs and state colleges in emphasizing graduate education, offering more majors, and enrolling more students. Respondents indicated whether 61 tasks were part of their responsibilities and whether they needed professional development on the tasks. The tasks can be categorized as: budget planning, development and control, student relations, human relations and personnel administration, internal/external relations, internal administration, personal/professional development, and curriculum and instruction. Findings include: Australian chairs engaged in fewer tasks than the U.S. chairs; university chairs engaged in fewer tasks than state college chairs; and Australian chairs did not engage in the budget planning, development and control, and student relations tasks. Additional findings and a comparison with past studies are presented. A 29-item reference list, 3 tables, and an appendix showing frequency distribution of responses by task conclude the document. (SW)

ED 257 329

HE 018 357

Spitzberg, Irving J. Jr.

**The International Knowledge System: Transfer and the Transferrers—Transforming the System.** Association of American Colleges, Washington, DC. Council for Liberal Learning.

Pub Date—Mar 85

Note—11p; Paper presented at the Annual Meeting of the International Studies Association (Washington, DC, March 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Diffusion (Communication), \*Exchange Programs, Foreign Countries, \*Higher Education, \*Information Utilization, \*International Educational Exchange, Knowledge Level, \*Policy Formation, Student Exchange Programs, Teacher Exchange Programs

Identifiers—China, Great Britain, United States

Connections between the international exchange of persons and the larger system for the exchange of knowledge are discussed, along with the use of policy-relevant knowledge. Two examples of knowledge exchange are considered: (1) judgments about quality in higher education policy in Britain and the United States; and (2) the construction of new campus-to-campus relationships between U.S. and Chinese universities. Extensive knowledge flow between Great Britain and the United States is linked to political and economic factors that have posed similar problems to higher education. The connection between the exchange of persons and other channels for communication is apparent at two levels: many U.S. and British policymakers have spent substantial time in the other country as students and professionals; and many difficult decisions have been made using similar standards of judgment with only limited understanding of how similar problems are confronted in the other country. U.S. and Chinese exchanges, on the other hand, have involved a relatively small number of U.S. campuses, and the growth of other knowledge exchange systems has been much more limited and largely one way (from the United States to China), since relationships have been dependent upon formal systems. Six questions for further consideration are posed. (SW)

ED 257 330

HE 018 358

Fullerton, Doug

**Revenues and Expenses of Intercollegiate Athletics: A Comparison of MSU and Its Peer Campuses.** Institutional Research Report No. 85-09, Montana State Univ., Bozeman. Office of Institutional Research.

Pub Date—Apr 85

Note—30p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Athletics, Comparative Analysis, Expenditures, Financial Support, Higher Education, Income, \*Intercollegiate Cooperation, \*Program Costs, \*Resource Allocation, Salaries, \*State Universities, Womens Athletics

Identifiers—College Athletics, \*Montana State University, \*Peer Institutions

Athletic funding at Montana State University (MSU) and at peer institutions were compared. After providing a historical overview of intercollegiate athletic funding, 1983 fiscal year revenues and expenses of athletic programs were compared for universities participating in the Big Sky and Mountain West conferences. Athletic programs with similar goals and structures were examined to determine if their funding levels were similar. The following five categories of revenues were assessed: ticket sales, student fee support, booster monies, general fund support, and all others. Comparisons of athletic staff salaries were also made, and reasons for increasing costs of intercollegiate athletics were considered. It was found that concern over intercollegiate athletic funding was widespread, and local factors greatly affected expenses and revenues. Although it was extremely difficult to clearly distinguish men's and women's funding levels throughout the league, MSU appeared to be firmly committed to a legitimate level of support for its women's athletic programs. Although MSU's general fund support for athletics was strong, the lack of other funding sources created a financial disadvantage for MSU teams. (Author/SW)

ED 257 331

HE 018 359

Aarig, Gregory R.

**A Challenge for the States: Protecting Minority Access within Systemwide Admissions Standards.**

Pub Date—May 85

Note—6p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.

Journal Cit—AAHE Bulletin; p3-7 May 1985

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, \*Access to Education, \*Admission Criteria, Aptitude Tests, \*Board of Education Policy, \*College Entrance Examinations, Decision Making, Declining Enrollment, Governing Boards, Guidelines, Higher Education, \*Minority Groups, Policy Formation, State Colleges, \*State Standards

Identifiers—\*Public Colleges

The challenge posed by a decline in minority enrollment and a new push to raise college admission standards is discussed. State governing board members must consider whether to institute more stringent and systemwide admissions policies and must weigh the effect of such policies on prospective minority enrollment. Policymakers need to protect the basic principles of fairness and opportunity in higher education. To assist policymakers with decisions on systemwide admissions policies, the Educational Testing Service initiated a study by Hunter M. Brelan on the impact of the following five admissions models on minority enrollments: single index model, multiple index model, either-or model, sliding scale model, and predicted performance model. Another study, conducted by Richard Duran, which used data on Hispanic performance on admissions tests, raises important issues for state boards of higher education. An example of the difficulty of shaping a fair standard across colleges is the recent controversy over the National Collegiate Athletic Association's Proposition 48, which stipulates academic standards for freshmen athletes. The College Board has developed guidelines for systems or groups of colleges that use College Board tests for admission purposes. (SW)

ED 257 332

HE 018 360

Meek, V. Lynn

**Brown Coal or Plato? A Study of the Gippsland Institute of Advanced Education.** ACER Research Series No. 105.

Australian Council for Educational Research, Hawthorn.

Report No.—ISBN-0-85563-373-5

Pub Date—84

Note—308p.

Available from—Australian Council for Educational Research, 9 Frederick Street, Hawthorn, Australia. 3122

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advisory Committees, Bachelors Degrees, Case Studies, \*College Administration, College Role, \*Curriculum Development, Educational History, \*Foreign Countries, Government Role, Postsecondary Education, Research Methodology, Rural Schools, School Business Relationship, \*School Community Relationship, \*School Organization, Statewide Planning, Teacher Education, Technical Education

Identifiers—\*Australia (Victoria), \*Gippsland Institute of Advanced Educ (Australia)

The relationship between the internal structure of the Gippsland Institute of Advanced Education (GIAE) in rural Australia and the structure of the social and physical environment are considered, based on a sociological case study. A review of higher education covers the technical school system, the development of colleges of advanced education in Victoria, the Commonwealth Advisory Committee on Advanced Education, and the Victoria Institute of Colleges. In addition to reviewing the history, current problems, and future concerns of GIAE, attention is directed to early efforts to found new academic programs and upgrade existing courses, the establishment of the School of Education, and the introduction of the Bachelor of Arts degree. Competing paradigms of institutional management and academic decision-making are addressed, along with the influence of the region's power generation industry on the need for technological education and the structure and character of GIAE. Theoretical and methodological considerations are also discussed, including the case study method, the concepts of community and environment, evaluation research, organizational analysis, and participant observation. (SW)

ED 257 333

HE 018 361

Moore, R. Keith, Comp. Hunt, Susan, Ed. **How to Make Big Improvements in the Small PR Shop.** Revised.

Council for the Advancement and Support of Education, Washington, D.C.

Report No.—ISBN-0-89964-234-9

Pub Date—85

Note—124p.

Available from—CASE Publications, Order Department, Box 290, Alexandria, VA 22314 (\$16.50)

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Guidelines, Higher Education, \*Information Services, \*Institutional Advancement, Occupational Information, Printing, \*Publications, \*Publicity, \*Public Relations, Questionnaires, Records (Forms), School Personnel, \*Staff Role, Time Management

This guide for small public relations (PR) offices at colleges and universities includes sample job descriptions, information on PR duties and priorities, sample policy statements and operating guidelines, sample publicity materials, questionnaires, and internal forms for organization. Twenty-six tips on time management are provided in an article by James Lubetkin, "The ABZs of Planning and Managing the Small PR Shop for Success." In addition, using an expanding file to become better organized is briefly discussed by Emily M. Burdis in "Tackle Your Memory." Job descriptions are presented for the public information director, publications specialist, and public relations director for different types of schools. Objectives for the PR office and publications and publicity offices of two colleges are specified, along with the public relations priorities for a university, and a community college's management-by-objectives plan. Policies and guidelines cover media relations, handling a crisis, publications and publicity, printing, and surveys. Materials that are used by 14 schools for collecting/transmitting information are also provided, including forms for requesting information and services, student and faculty information sheets, student/alumni surveys, news releases, and printing specifications. (SW)

ED 257 334

HE 018 362

Dempsey, Beverly June Luke

**An Update on the Organization and Administration of Learning Assistance Programs in U.S. Senior Institutions of Higher Education.**

Pub Date—[85]

Note—52p.

Pub Type—Historical Materials (060) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Admission, College Libraries, \*College Preparation, \*College Programs, Counseling Services, \*Developmental Studies Programs, Educational History, Guidance Programs, Higher Education, Liberal Arts, Low Income Groups, Program Administration, Reading Skills, \*Remedial Programs, \*Remedial Reading, Standardized Tests, Tutoring, \*Upper Division Colleges

The history of learning assistance (e.g., courses, tutorials, and counseling) in U.S. senior colleges is traced, starting with the period 1830-1875. With the establishment of New York University in 1830 came a growth of liberal education over classical training and a new emphasis on instruction in English and preparatory education. When the 1862 Morrill Act established land-grant colleges, new courses increased the need for preparatory courses. Additional developments include: the founding of the College Entrance Examination Board in 1890 and a move to uniform college admission requirements; the need for greatly improved reading and writing skills with the development of humanities and science courses; emphasis on research and on the library as the headquarters of the scholar; the emergence of counseling and guidance programs; reading studies and the first reading tests for college students; the first survey of remedial assistance in 1929; the introduction of standardized tests for college students; special admissions for low income groups; and the growth of learning centers and developmental education. Also discussed are: surveys of remedial reading in the early 1940s; research on college assistance programs since the 1950s; and a current literature review of programs. (SW)



## ED 257 335 HE 018 363

*Daigle, Stephen L.*  
**Student Needs and Priorities in The California State University, 1984. A Survey. Management Summary.**  
 California State Univ. and Colleges, Long Beach.  
 Pub Date—Mar 85  
 Note—63p.

Available from—California State University, Office of the Chancellor, 400 Golden Shore, Long Beach, CA 90802.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Aspiration, \*Academic Persistence, College Choice, Family Characteristics, Higher Education, Institutional Research, Minority Groups, \*Occupational Aspiration, Questionnaires, School Holding Power, \*State Universities, \*Student Characteristics, \*Student Needs, Values

Identifiers—\*California State University

Results of a 1984 needs survey for 11,540 students at 16 campuses of The California State University (CSU) are presented, along with comparisons to a 1981 survey. Information is included on student characteristics, life and educational goals, levels of satisfaction with campus academic and social experiences; and obstacles to student retention. Variations in findings by age, ethnicity, and sex are also reported. Findings include: about 58 percent of students were from families whose household head held an upper-middle status occupation; 42 percent had fathers or household heads with a bachelor's degree or higher, while 76 percent of the Chicano respondents had fathers/heads with only a grade school or high school background; intellectual, social, and aesthetic values dominated the choice of general life goals, while career considerations were dominant among specific educational goals; academic issues related to the quality of instruction, courses, and faculty were most important to students in achieving their educational goals; for the majority of students, either non-campus related obstacles or no obstacles stood in the way of completing their education; and fewer than 10 percent cited academic or institutional shortcomings as major reasons for leaving a CSU campus. The study questionnaire is appended. (SW)

## ED 257 336 HE 018 364

*Brown, Peggy Ann, Ed.*  
**Liberal Education and Technology.**  
 Association of American Colleges, Washington, D.C.

Pub Date—Jun 85  
 Note—25p.

Available from—Association of American Colleges, Forum for Liberal Education, 1818 R Street, N.W., Washington, DC 20009 (\$3.25).

Journal Cit—Forum for Liberal Education; v7 n6 May-Jun 1985

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*College Programs, Computer Assisted Instruction, \*Computer Literacy, \*Faculty Development, General Education, Higher Education, Interdisciplinary Approach, \*Liberal Arts, Nonmajors, Program Descriptions, \*Scientific Literacy, \*Technology

Projects at liberal arts colleges to help students understand technology, most of which were funded by the Alfred P. Sloan Foundations' New Liberal Arts Program, are described. Also included are John G. Truxal's essay, "Thoughts on Teaching Technology," which includes an illustration of technological problems/solutions posed by the pacemaker. The following college programs are described: Stanford University's Values, Technology, Science, and Society program; faculty development activities and course development and modification at Oberlin College; the inclusion of technology in elective and general education courses at Colgate University; strengthening the campus computing network using personal computers at Dartmouth College; Wellesley College's Technology Studies Program, which exposes humanities and social science majors to technology; teaching technology within a liberal arts context at Bucknell University; and faculty development activities as a catalyst for spreading technological literacy at Carleton College. Also described are programs at Connecticut College,

Franklin and Marshall College, Grinnell College, Massachusetts Institute of Technology, Middlebury College, Rhodes College, Smith College, State University of New York at Stony Brook, Union College, and Wesleyan University. An annotated bibliography is also included. (SW)

## ED 257 337 HE 018 365

**Interprovincial Comparisons of University Financing. Sixth Report of the Tripartite Committee on Interprovincial Comparisons.**

Council of Ontario Universities, Toronto; Ontario Council on University Affairs, Toronto; Ontario Ministry of Colleges and Universities, Toronto.

Pub Date—May 85  
 Note—56p.; For the fourth and fifth reports of the Tripartite Committee, see ED 223 148 and ED 239 525.

Available from—Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario, M5S, Canada

Pub Type—Numerical/Quantitative Data (110)  
 EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, \*Educational Finance, Expenditure per Student, Expenditures, \*Financial Support, Foreign Countries, \*Higher Education, Income, Operating Expenses, \*Resource Allocation, \*State Aid, Student Financial Aid

Identifiers—\*Canada, \*Financial Indicators

Canadian interprovincial comparisons of university financing are presented for 1982-1983, with particular reference to government support. The data pertain to the amount of financial support provided to universities, the way that university financing fits into each government's priorities, and the proportion of provincial resources that is directed toward university financing. Information is provided on the following eight indicators: provincial operating grants per student, provincial operating grants per capita; provincial operating grants plus student aid per capita, provincial operating grants plus fees per student, total operating income per student, provincial operating grants plus student aid as a percentage of provincial gross (government) expenditure, provincial operating grants per \$1,000 of provincial personal income, and total university operating expenditure as a percentage of gross domestic product. The values of the eight indicators for 1974-1975 to 1982-1983 are reported. Appendices include the data used for the calculation of the indicators, along with information on the guidelines and definitions on which interprovincial comparisons are based. Each indicator is also briefly described. (SW)

## ED 257 338 HE 018 366

**Aid & Access: The Role of Financial Aid in Access to Postsecondary Education for Different Ethnic Groups in New York State. Findings of the 1981-82 New York State Higher Education Services Corporation Student Survey.**

New York State Higher Education Services Corp., Albany.

Pub Date—Oct 84  
 Note—75p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Access to Education, Asian Americans, Black Students, \*College Students, Dependents, \*Financial Needs, Higher Education, Hispanic Americans, Income, Low Income Groups, \*Minority Groups, Parent Financial Contribution, Postsecondary Education, Private Colleges, Proprietary Schools, Questionnaires, Self Supporting Students, State Surveys, State Universities, Student Characteristics, \*Student Financial Aid, \*White Students

Identifiers—\*New York

Educational financing patterns of full-time undergraduates in New York State were compared for Asians, Blacks, Hispanics, and Whites. Compared to Whites, the minority students had lower incomes, were more likely to be financially independent of their parents, and were more likely to attend the City University of New York (CUNY) or proprietary schools. Minorities more often than Whites exhibited need gaps in excess of \$100 between total educational costs and the sum of family contributions plus financial aid. Minorities were likely to receive more need-based grant dollars than were Whites, who were more likely to utilize Guaranteed Student Loans. However, the average total amounts of financial aid awarded for both grants and loans did not differ dramatically by ethnicity. Minority

respondents were more likely to consider financial aid necessary to attending college. Special Opportunity Programs for economically/academically disadvantaged students were significant to minority access to college. Findings are shown for the State University of New York, CUNY, the independent non-profit, and proprietary sector. A seven-page bibliography of related reading is provided. Appendices include: questionnaires for students, financial aid administrators, and registrars; and information on sources of income data and the New York State Tuition Assistance Program. (SW)

## ED 257 339 HE 018 367

*Fox, Richard N.*  
**Application of a Conceptual Model of College Withdrawal to Disadvantaged Students.**

Pub Date—31 Mar 85

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985). Funding, for this study came, in part from the City University of New York, Office of Special Programs.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Advising, Academic Persistence, Basic Skills, \*College Students, Developmental Studies Programs, \*Disadvantaged, Higher Education, \*Minority Groups, Models, Predictor Variables, Remedial Programs, School Holding Power, \*Student Attrition, Student Characteristics, \*Student College Relationship, Tutoring

Identifiers—\*City University of New York, Public Colleges, \*Tinto Theory

Retention and attrition after the freshman year among disadvantaged students at a senior college of the City University of New York were studied. A conceptual model of Tinto (1975) was applied to a group of students participating in the Search for Education, Elevation, and Knowledge (SEEK) program, which provided remedial and/or developmental instruction in reading, writing, and/or mathematics, as well as supplementary stipends, academic and personal counseling, and tutoring. The sample was approximately 49 percent Black, 38 percent Hispanic, and 13 percent other (White, Asian, Caribbean, and Latin American). Attention was directed to student characteristics and family background, educational background, student goals, academic and social integration, and persistence/withdrawal. The results indicate that Tinto's model was sensitive to the dimensions of student-institutional fit operating in the situation, while showing that academic integration was the most salient aspect of development for this group of students. In particular, the receipt of unofficial withdrawal grades in individual classes, which reflects psychological disengagement in addition to academic difficulty, showed an ability to identify students for whom attrition is an immediate possibility. (Author/SW)

## ED 257 340 HE 018 368

**Revising and Extending Title VIII of the Public Health Service Act. Conference Report to Accompany S. 2574. House of Representatives, 98th Congress, Second Session.**

Congress of the U.S., Washington, D.C. House. Report No.—House-R-98-1143.

Pub Date—4 Oct 84  
 Note—69p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Federal Aid, \*Federal Legislation, \*Financial Support, Government School Relationship, Grants, \*Health Personnel, Higher Education, \*Nursing Education, \*Primary Health Care, Student Financial Aid, Student Loan Programs

Identifiers—Congress 98th, Health Maintenance Organizations, \*National Health Service Corps, \*Public Health Service Act

Revisions and extensions of Title VIII of the Public Health Service Act are presented in this conference report of the U.S. House of Representatives. It is proposed that the Act be cited as the "Public Health Service Act Amendments of 1984." The texts of proposed amendments, including revisions of the language of the legislation, are presented for various sections of the following: Title I, Health Professions Training Assistance; Title II, Nurse Education; Title III, National Health Service Corps;

Title IV, Health Maintenance Organizations; and Title V, Primary Care. Areas on which the conference reached agreement are also identified for each section. The proposed legislation covers: appropriations for financial aid; the Health Education Assistance Loan Program and the Health Professions Student Loan Program; eligibility for capitation grants; special nurse education projects, including advanced nurse education and nurse practitioner and nurse midwife programs; personnel plan for the National Health Service Corps; limitation on loan and loan guarantees for health maintenance organizations for initial costs of operation; underserved populations for primary medical care; and state grants for primary care research, demonstration, and services. (SW)

ED 257 341 HE 018 370

Avakov, R., Ed. *And Others*

**Higher Education and Employment in the USSR and in the Federal Republic of Germany.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—ISBN-92-803-1115-8

Pub Date—84

Note—341p.

Available from—United Nations Educational, Scientific, and Cultural Organization, 7 Place de Fontenay, 75700 Paris, France.

Pub Type—Reports - Descriptive (141) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, College Graduates, \*College Planning, \*Comparative Education, Curriculum Development, \*Education Work Relationship, Employment Projections, Foreign Countries, \*Higher Education, Industrialization, \*Labor Market, Technological Advancement, Unemployment

Identifiers—\*USSR, \*West Germany

Results of two studies on higher education and employment in the USSR and the Federal Republic of Germany (West Germany) are presented. For both countries, the development of the higher education system as part of the overall system of education is discussed, with emphasis on expansion of higher education, and access to college over the years. Attention is also directed to: development of graduate employment, outside influences on curriculum development, and labor markets for college graduates. The section on the USSR, by D. Churumov, R. Avakov, and E. Jiltsov, covers (1) the evolution of the problem of high-level personnel in the process of industrialization as socialism was built and advanced and (2) the role of higher education in scientific and technological development. Chapter topics and authors for the West German section are: higher education and the labor market in West Germany (U. Teichler, B. C. Sanyal); recent developments in higher education (Klaus Hufneder); labor market and educational forecasts (Manfred Tassarig); underemployment of college graduates (Dirk Hartung); and certificates and recruitment (Michael Buttgerit). A comparison of higher education, employment, and educational planning in the two countries is provided by M. Buttgerit. (SW)

ED 257 342 HE 018 371

**1984 Annual Report. Coordinating Board, Texas College and University System, and 1984 Statistical Supplement.**

Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date—84

Note—290p.

Available from—Coordinating Board, Texas College and University System, P.O. Box 12788, Austin, TX 78711.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—College Credits, \*College Faculty, College Programs, College Students, Educational Facilities, \*Educational Finance, \*Enrollment Trends, \*Higher Education, In State Students, Out of State Students, Private Colleges, State Boards of Education, State Colleges, State Surveys, Statewide Planning, Student Characteristics, Student Financial Aid, Teacher Characteristics, Teacher Salaries, Two Year Colleges

Identifiers—State College and University System, \*Texas

The Coordinating Board of the Texas College and University System's annual report and statistical supplement provide information on a variety of issues. The annual report addresses the following areas: educational reforms to raise standards; faculty salaries; research funds; utilities and insurance costs; increasing nonresident tuition; academic programs, student financial aid, and facilities development. Data are provided on fall 1983 headcount enrollments for public and private institutions, the Texas State Technical Institute, and medical, dental, and allied health schools, as well as on average budgeted salaries for public community college and university faculty, 1979-1980 to 1983-1984. Appendices include information on college programs approved and withdrawn by school and level; a bibliography of Coordinating Board publications by topic; and data on Coordinating Board expenditures. The statistical supplement for 1984 includes information on student enrollments, faculty data, semester credit hours, physical facilities, appropriations, and state loan and grant programs. Student headcount enrollment data are presented by classification, ethnic origin, and sex, along with distribution of resident and nonresident students, and county and state of origin of students. (SW)

ED 257 343 HE 018 372

Blake, Peter A. *And Others*

**Virginia Higher Education, 1985 General Assembly: A Summary of Legislation and Appropriations. Staff Technical Report. No. 85-01.**

Virginia State Council of Higher Education, Richmond.

Pub Date—Apr 85

Note—19p.; Statistical tables may not reproduce well due to small print.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Budgets, \*Capital Outlay (for Fixed Assets), \*Higher Education, \*Operating Expenses, \*Resource Allocation, \*State Legislation, Statewide Planning

Identifiers—Public Colleges, \*Virginia

Actions of the 1985 Virginia Assembly that affected higher education are summarized. Information is included on amendments to 1984-1986 appropriations for operating expenses in all programs, and appropriations for capital outlay. The General Assembly was presented an amended executive budget for 1984-1986 that proposed to reduce higher education's total general fund for educational and general programs. The legislature restored 363.1 of the 611.7 positions removed by the executive amendments, and increased the educational and general budgets of the institutions \$7.0 million over the original appropriation for 1984-1986. Additions to the revised educational and general appropriation included \$5.8 million for equipment and computing resources, \$5.5 million for improvement of position guidelines, and \$3.8 million for major new initiatives and programs. Legislative amendments to the 1984-1986 capital outlay budget resulted in supplemental funds for six projects and construction funds for 14 new projects. Bills concerning college admissions and student financial aid were among those considered. Tables show amended distribution of appropriations for capital outlay for 1984-1986 by fund source and function. (SW)

ED 257 344 HE 018 373

Mortimer, Kenneth P. *And Others*

**The Project on Reallocation. An Executive Summary.**

Pennsylvania State Univ., University Park. Center for the Study of Higher Education; Teachers Insurance and Annuity Assoc., New York, N.Y. College Retirement Equities Fund.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date—Feb 85

Note—6p.

Available from—Pennsylvania State University, Center for the Study of Higher Education, 325 Pond Laboratory, University Park, PA 16802.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Budgeting, \*College Faculty, \*Employment Practices, Financial Problems, Higher Education, Nontenured Faculty, \*Personnel Policy, \*Reduction in Force, Retraining, \*Retirement, School Surveys, \*Tenure, Tenured Faculty

Identifiers—\*Project on Reallocation

A summary is presented of the Project on Reallocation, which investigated faculty staffing and academic program practices at a random sample of 369

four-year colleges and universities, as well as reallocation, reduction, and/or retrenchment patterns. Telephone interviews were conducted with 318 officials (usually the chief academic officer), and site visits were made at nine institutions. Only six percent of the institutions had no tenure system, and use of part-time faculty was the most prevalent staffing alternative to traditional tenure-track staffing. During 1981-1982, more than 70 percent of the schools offered faculty opportunities to retrain for new or revised assignment, but only about 17 percent actually had faculty retraining. Three-quarters of the schools reported reallocating funds or positions with academic budgets. More than 16 percent of the institutions had retrenched faculty since 1977, and 10 percent of tenure-granting schools had retrenched at least one tenured faculty member in that time. The majority of staffing alternatives were directed toward maintaining or lowering the number of tenured faculty as a proportion of the total institutional faculty complement, in order to achieve greater flexibility. In most cases, retrenchment of tenured faculty was the last resort of institutions that had been stripped of such flexibility. (SW)

ED 257 345 HE 018 374

McAlvey, Warren C. Price, Anne J.

**Student Loan Collection Procedures. Revised Edition.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Report No.—ISBN-0-915164-25-6

Pub Date—85

Note—263p.; For related document, see ED 187 192.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036-1178 (\$30.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*College Students, Court Litigation, Credit (Finance), \*Federal Aid, \*Financial Services, Health Occupations, Higher Education, Legal Responsibility, \*Loan Repayment, Nursing Education, \*Student Loan Programs, Student Responsibility

Identifiers—Bankruptcy, \*Debt (Financial), Health Professions and Nursing Student Loan Prog., \*National Direct Student Loan Program

Guidelines for loan collection staff who award/service college student loans are presented. Attention is directed to sound collection procedures, three specific loan programs, suing a defaulted borrower, the Family Educational Rights and Privacy Act and the use of credit bureaus, and student loan borrower bankruptcy. Loan collection procedures for all types of loans, including institutional loans, are covered with attention to making the loan, servicing accounts before repayment, the in-school period, the exit interview, the billing process, interrupting the billing process, and the collection process. Procedures for the National Direct Student Loan (NDSL) program (a continuation of the National Defense Student Loan Program), the Health Professions Student Loan program, and the Nursing Student Loan program are discussed in detail. Additional topics include: types of legal action with defaulted borrowers, steps in suing a borrower, settling a suit out of court, disclosure of information, functions of a credit bureau, and chapter 7 and chapter 13 bankruptcies. Appendices include 83 exhibits consisting of sample letters, forms, and other documents that illustrate the text. Included are government forms, which may change over time, and a glossary. (SW)

ED 257 346 HE 018 375

Hyatt, James A. *And Others*

**Reallocation: Strategies for Effective Resource Management.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Report No.—ISBN-0-915164-21-3

Pub Date—84

Note—94p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036-1178 (\$20.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Budgets, Case Studies, College Ad-

ministration, College Programs, \*Community Colleges, Educational Finance, \*Financial Problems, Higher Education, Income, Institutional Characteristics, Money Management, \*Resource Allocation, \*Retrenchment, \*State Universities Identifiers—Iaho, Michigan, Michigan State University, \*Public Colleges, Seattle Community College District WA, University of Idaho, University of Michigan Ann Arbor, University of Washington, Washington

Retrenchment and reallocation processes at five public colleges and universities were studied: the University of Washington; University of Idaho; University of Michigan, Ann Arbor; Michigan State University; and Seattle Community College District. After an overview of institutional approaches to retrenchment and reallocation, the five individual case studies highlight efforts by institutions under severe political, economic, and time pressure. The schools are located in three states that have been hit hardest by revenue shortfalls. Each case study includes an institutional profile, a chronology of events, and financial data. Factors that influence institutional responses of reallocation and retrenchment are covered, including the duration of the fiscal crisis, degree of management flexibility available to the institution, and diversification of institutional revenue sources. The following components of effective reallocation are described: faculty and constituent involvement in reallocation, assessment of institutional role and mission, quality of academic and support programs, and long-term versus short-term costs and benefits associated with reallocation. (SW)

ED 257 347 HE 018 376

Hyatt, James A. Santiago, Aurora A. Incentives and Disincentives for Effective Management.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Report No.—ISBN-0-915164-24-8

Pub Date—84

Note—66p.; Part of a larger study on initiating improvements and cost savings in public colleges and universities, which was conducted jointly with the Education Commission of the States and the Institute of Policy Studies at Vanderbilt University.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036-1178 (\$15.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Budgeting, Case Studies, \*Change Strategies, \*College Administration, \*Cost Effectiveness, \*Financial Policy, Government School Relationship, Higher Education, Incentives, \*Money Management, Resource Allocation, State Boards of Education, State Colleges

Identifiers—Connecticut, Kentucky, Maryland, Massachusetts, \*Public Colleges, University of Connecticut, Washington

Experiences of five states that have created incentives for the effective management of higher education or that have eliminated disincentives are examined. After considering the effect of state budgetary controls and regulations on college operations, methods used to determine levels of state support and to allocate state funds are addressed. In Idaho, a change was made to a lump-sum, single appropriation to the Board of Regents/Trustees, which then allocated a lump sum to each college. Kentucky's colleges were provided flexibility in business management by providing for changes in purchasing, capital construction, real estate acquisition and sale, accounting/auditing, and payroll operation. Changes in Maryland included: allowing colleges to transfer funds and positions within specified limits, carryover special and federal funds, and credit interest income to the institution. The creation of a tuition fund at the University of Connecticut has provided the school flexibility in the administration of local funds. In Massachusetts, the Board of Regents now submits a unitary budget request for higher education, rather than individual budgets for each campus. Changes in the budgetary process in Washington and Kentucky are also identified. State college and university contact persons are identified. (SW)

ED 257 348

HE 018 377

Meisinger, Richard J., Jr. Dubeck, Leroy W.

College & University Budgeting. An Introduction for Faculty and Academic Administrators.

American Association of Univ. Administrators, Washington, D.C.; National Association of Coll. and Univ. Business Officers, Washington, D.C.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Report No.—ISBN-0-915164-22-1

Pub Date—84

Note—336p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036-1178 (\$25.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Budgeting, Capital Outlay (for Fixed Assets), \*College Administration, Cost Effectiveness, Economic Factors, \*Educational Finance, Endowment Funds, Enrollment Projections, Faculty Workload, \*Financial Policy, Higher Education, Mathematical Models, Money Management, Operating Expenses, Private Colleges, \*Resource Allocation, Retrenchment, School Accounting, State Colleges

Identifiers—Fund Accounting, Public Colleges, Sponsored Research

A budgeting handbook for academic administrators and faculty is presented. Economic and political influences on budgeting are considered, along with sources of funds for public and private colleges, and the chronology of the budget process. Multiyear summaries of the budget process in different types of colleges are included. Some major policy issues facing public colleges and state officials are identified, and the use of analytical tools and financial reporting to alter budget outcomes is addressed. A hypothetical college is used to introduce fund accounting, and six budgeting approaches are summarized. Additional topics include: how participants can influence the budget process, the relationship of the capital budget to the annual operating budget, sources of flexibility in the budget process, budget planning for reallocation and retrenchment, policy issues for endowment management, cost analysis procedures, the instructional workload matrix, enrollment forecasting, the nature of indirect costs associated with sponsored programs, and a range of mathematical models used in budgeting. Appendices include strategies for increasing revenue and decreasing expenditures, and documents of the American Association of University Professors and the National Association of College and University Business Officers. (SW)

ED 257 349

HE 018 378

America's Business Schools: Priorities for Change. Business-Higher Education Forum, Washington, D.C.

Pub Date—May 85

Note—33p.; A report requested by the President's Commission on Industrial Competitiveness, which sought suggestions on ways business schools could help revitalize the American economy. For related document, see ED 231 321.

Available from—Business-Higher Education Forum, American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036 (\$8.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Business Administration Education, Change Strategies, \*College Programs, Cooperative Programs, \*Curriculum Development, Degree Requirements, Educational Change, \*Faculty Development, Higher Education, \*Instructional Improvement, Personnel Management, \*School Business Relationship

The current state of business management education is discussed to stimulate dialogue among educators and business executives. The major issues and current challenges are considered, and broad recommendations for change are offered, primarily in the areas of curriculum and faculty development. Recommendations include: adopting alternative core curricula that are updated continuously; encouraging experimentation in elective courses, both in terms of faculty research and applications of research to new instructional materials; fostering greater interdisciplinary teaching and research; providing training in personnel management to develop skills in interviewing, counseling, negotiating, motivating, and disciplining; requiring business gradu-

ates to have oral and written communication skills and interpersonal competence; reviewing tenure and promotion practices to ensure that teaching and applied research are rewarded; providing faculty researchers greater access to corporate data and offering "executive in residence programs" at businesses; and enacting demanding admission standards that also accommodate applicants with varied academic background. Responsibilities for reform are also addressed, along with a brief historical review of university-based business education. (SW)

ED 257 350

HE 018 379

Toward a Competitiveness Agenda. Special Joint Session with Members of Congress. Highlights of the Winter Meeting of the Business-Higher Education Forum (Scottsdale, Arizona, January 24-26, 1985).

Business-Higher Education Forum, Washington, D.C.

Pub Date—Jan 85

Note—41p.

Available from—Business-Higher Education Forum, American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036 (Free).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Competition, \*Economic Climate, Engineering Education, Futures (of Society), Higher Education, \*Policy Formation, \*Research and Development, Retraining, \*School Business Relationship, Science Equipment, \*Technological Advancement, Technology Transfer, World Affairs

Identifiers—Blue Ribbon Commissions, \*Business Higher Education Forum

The development of a technology policy for the future was discussed at the winter 1985 meeting of the Business-Higher Education Forum, which met with congressional groups such as the Northeast-Midwest Congressional Coalition and the Congressional Clearinghouse on the Future. These proceedings include summaries of roundtable discussions on the following topics: changes in the global economic environment, the transition from basic research to commercial application, investment in science and technology, capital investments in research and development (R&D) facilities and instrumentation, engineering education, and work retraining. Highlights of two speeches are presented: Harold L. Hodgkinson's address concerning the changing demographic trends facing both corporate executives and educators, and Daniel Yankelevich's discussion of the difficulty in reaching a consensus on the nature of America's competitiveness problem and the best means of solving it. A plenary session covered key issues in R&D, technology, and education, and a panel session identified recommendations from the President's Commission on Industrial Competitiveness. Finally, two upcoming Forum reports on business schools and export controls were described. A list of meeting participants is included. (SW)

ED 257 351

HE 018 380

Cameron, Kim The Paradox in Institutional Renewal.

Pub Date—Oct 84

Note—17p.; Chapter in "Leadership and Institutional Renewal," edited by Ralph Davis, 1985, Jossey-Bass.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cognitive Style, \*College Environment, Higher Education, \*Institutional Characteristics, \*Leadership Styles, \*Organizational Effectiveness, Organizational Theories

Identifiers—\*Institutional Renewal

The renewal of institutions and maintenance of excellence in the uncertain future are discussed, based on research with 335 four-year universities and colleges. In examining the function of paradox in adaptation and renewal, it was found that individuals who can simultaneously focus on opposites, or paradoxes, are tolerant and flexible. Differences in cognitive styles lead to differences in leadership and decision-making styles. Four types of institutional forms exist: hierarchy, market, clan and "ad hoc" (i.e., dynamic systems with maximum innovation). These institutional forms vary on the dimensions of flexibility/control and internal/external emphasis. Each of the four organizational types exists in American higher education. Certain



activities are effective at institutions where leaders and information processing styles are congruent with the organizational forms (e.g., clans are led by father/mother figures and strategies are centered on cohesion and human resource development). Institutions that tended to improve their effectiveness from the mid-1970s to the mid-1980s possessed paradoxical characteristics: they were likely to be both clans and markets. In addition, schools faced with problems such as declining enrollment and revenues adapted successfully when simultaneously opposite strategies were implemented. (SW)

ED 257 352 HE 018 381

Cote, Lawrence S. And Others  
Liability and Risk Management for Continuing Education Professionals.

Pub Date—Apr 85  
Note—31p; Paper presented at the Annual Meeting of the National University Continuing Education Association (Louisville, KY, April 14-17, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College Faculty, Compliance (Legal), Constitutional Law, \*Continuing Education, \*Court Litigation, \*Educational Malpractice, Glossaries, Higher Education, \*Legal Responsibility, School Law, Student Rights, \*Torts  
Areas of liability that relate to the daily practice of continuing education professionals are summarized. Areas of the law with the greatest potential for litigation involving the institution and its employees are identified, along with 16 preventive measures that protect the educational practitioner and institution from frivolous litigation yet protect clients and academic institutions. The nature or degree of risk is defined in law partially by the legal status of the institution (public or private) and the individual's personal liability (whether an act was committed as an authorized agent of the school or whether the individual is entitled to immunity). Three generic sources of liability are addressed: tort and contract liability, criminal liability, and liability that results from violation of constitutional rights (or protections) or statutory and regulatory laws. Specific topics include negligence, defamation, fraudulent misrepresentation, civil rights, and consultants' activities. It is concluded that knowledge of the consequences of negligent acts and violations of statutory protections, coupled with a formal program of risk management, can assist continuing education professionals. Appended are a glossary of legal terms and concepts and a list of selected cases and references. (SW)

ED 257 353 HE 018 382

Douglas, Joel M., Ed.  
An Analysis of the Arbitration Clause in Collective Bargaining Agreements in Higher Education.  
City Univ. of New York, N.Y. Bernard Baruch Coll.  
National Center for the Study of Collective Bargaining in Higher Education and the Professions.  
Pub Date—Apr 85  
Note—10p.

Available from—National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010 (\$4.00).

Journal Cit.—Newsletter of the National Center for the Study of Collective Bargaining in Higher Education and the Professions; v13 n2 Mar-Apr 1985  
Pub Type—Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Employment Practices, \*Grievance Procedures, Higher Education, Personnel Policy, \*Unions

The arbitration provisions of collective bargaining agreements at unionized colleges and universities were analyzed for a sample of about 89,000 unionized faculty. The following 11 elements were analyzed with respect to frequency in collective agreements and assorted other contractual conditions: (1) time limits for submission of grievances; (2) nature of time delays and the grievance step structure; (3) accelerated grievance procedures; (4) union representation at grievance hearings; (5) types of arbitration boards; (6) selection of arbitrators; (7) scope of arbitrability/exclusions from the grievance procedure; (8) use of documents during arbitration; (9) types of arbitration decisions and

precedent setting as defined by contract; (10) limits on power of arbitrators; and (11) payment of arbitrator fees. Over 90 percent of the agreements contained grievance procedures, with 74 percent culminating in binding arbitration. Procedural and structural components inherent in the grievance process are similar to those found in most industrial contracts. While steps may be eliminated to accelerate a grievance, expedited arbitration procedures are not prevalent. The issues of "academic judgment" and "presidential reasons" for adverse personnel actions are briefly discussed. (SW)

ED 257 354 HE 018 383

Davis, Stephen F.  
Research Conferences, Professional Development, and the Graduate Student.

Pub Date—Aug 84  
Note—13p; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Authors, \*Conference Papers, \*Conferences, \*Graduate Students, Higher Education, Masters Degrees, \*Professional Development, Speeches, Speech Skills, \*Student Research, Undergraduate Students

Benefits of attending research conferences for the master's-level graduate student are described. The following goals and benefits cited by Carsrud et al. (1982) are applied to the graduate student: (1) incentive for students to undertake independent research, the results of which will be reported at a convention; (2) communication with others (faculty and students) about one's own research; (3) citing the conference presentation on student's vita; and (4) using the conference presentation experience to improve speaking skills. Based on undergraduate/graduate student conventions in Kansas over the past 4 years, information is provided on: the number of undergraduate and graduate student papers by research or nonresearch category, total number of student authors by category, and the total number of colleges and universities that have been represented each year. The data indicate that the total number of papers has grown steadily each year. Generally, the greatest growth appears to be in the graduate categories, especially in the area of graduate nonresearch papers. Only seven papers (6 percent) over the past 4 years have come from students attending large state universities. Some evidence suggests that the student-convention experience contributes to professional growth. (SW)

ED 257 355 HE 018 384

Lygde, John G.  
A Cadre Approach to Freshman Academic Advising.

Pub Date—85  
Note—16p; Paper presented at the Annual Academic Affairs Administrators Conference.  
Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Advising, \*Church Related Colleges, \*College Freshmen, Counselor Training, \*Faculty Advisers, Higher Education, Living Learning Centers, Participant Satisfaction, Peer Counseling, Private Colleges, Program Evaluation, \*Resident Advisers, \*Student Attitudes Identifiers—Saint Olaf College MN

An experimental freshman advising program at St. Olaf College, a private, church-related, liberal arts college, was evaluated. The freshman "cadre" program emphasized a living-learning environment, faculty adviser training, a structure that facilitated teamwork with colleagues, an interdisciplinary or random approach to matching up advisers and advisees, and career planning materials for use with freshmen. Junior counselors and faculty advisers participated in training sessions concerned with program goals, mutual roles, the nature of freshmen, and review of special materials. The evaluation involved four groups, each consisting of 24 freshmen, three faculty advisers representing different disciplines and four junior counselors (juniors who serve in freshmen dorms). The program was evaluated during the 1983-1984 and 1984-1985 academic years. In addition to evaluating the helpfulness and friendliness of the adviser, student questionnaires covered: the number of times that student met with the adviser, who the student consulted when making decisions about courses, whether advising met with the student's expectations, and the student's

overall satisfaction with the advising experience. (SW)

ED 257 356 HE 018 385

Enright, Michael F.  
Consultation/Liaison Psychology: A New Direction for Professional Practice.

Pub Date—Aug 84  
Note—8p; Paper presented at the Annual Conference of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).  
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Consultation Programs, Emotional Disturbances, Health Services, Higher Education, \*Hospitals, Mental Health, Patients, \*Psychological Services, \*Psychologists, Psychotherapy, Role Perception

In recent years, clinical and developmental psychologists have been practicing in health care settings, including public health programs and hospitals. Psychologists have struggled to develop an identity in the health care setting and a medical-psychological theory for practicing as a consultant with medical patients. Because consultation/liaison practice requires practitioners to leave their offices and come into hospital wards and because of uncertain payment for this kind of practice, the participation and status of psychiatrists in this role is uncertain. In addition to preventing and treating psychological symptoms, the liaison psychologist or psychiatrist provides continuing education programs to help medical and nursing personnel handle patients' psychological needs. Psychiatrists and hospital administrators have developed a delivery system staffed by social service employees at a less expensive rate than paid to psychiatrists. Recent legislation in several areas allows hospital privileges for psychologists, who enter the hospital as autonomous and competent agents, rather than being employees under the supervision of psychiatrists or other physicians. A training model for psychologists that embraces the autonomous practitioner in the health care setting is needed. (SW)

ED 257 357 HE 018 386

Developing the Psychologist's Credibility in Teaching First-Year Medical Students.

Pub Date—Aug 84  
Note—8p; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).  
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Clinical Teaching (Health Professions), \*Course Objectives, Credibility, Higher Education, Medical Education, \*Medical School Faculty, \*Psychologists, \*Psychology, Student Motivation, \*Teacher Effectiveness

Tips are offered for psychologists who teach behavioral science to first-year medical students, based on a course offered at Creighton Medical School. It is suggested that medical students will work hard and are interested in learning topics that will be useful. It is important for the psychology instructor to teach a body of knowledge to medical students to show a respect for the importance of the subject. Some teachers of psychology present topics that are too broad and tell students not to take notes. However, it is best to construct the behavioral science course differently from harder sciences such as anatomy and biochemistry. While it is necessary to make sufficient demands so that students will study and learn the material, capricious and overly painful requirements are not appropriate for the course, which is their first clinical course. In addition, this first-year course should not be overidentified as a psychiatry course. The most successful lecturers provide outlines, since medical students are under pressure to assimilate massive quantities of information. Practical demonstrations of psychological techniques, such as deep muscle relaxation, are valuable. A mini-segment can address medical school stress and how to deal with it. (SW)

ED 257 358 HE 018 387

Remedial Education in Maryland's Public Higher Education Institutions. Postsecondary Education Research Reports.

Maryland State Board for Higher Education, Annapolis.  
Pub Date—Apr 85  
Note—69p.

Available from—Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accountability, \*Basic Skills, \*Community Colleges, \*Developmental Studies Programs, Educational Policy, Educational Testing, Followup Studies, Higher Education, \*High Risk Students, Program Evaluation, Questionnaires, \*Remedial Programs, Screening Tests, State Colleges, State Surveys, Student Placement

Identifiers—\*Maryland, \*Public Colleges

Results of a study of remedial education at all Maryland public colleges and universities, except for three campuses, are presented. Findings include: (1) by fall 1985 all institutions will have in place a systematic screening process to identify students lacking in one or more basic skill areas; (2) while all campuses collect some evaluative data on remedial programs, only the Board of Trustees of State Universities and Colleges (BTSUC) and five community colleges conduct systematic followup studies of the academic success of underprepared students who have completed remedial programs; (3) BTSUC is the only segment with a comprehensive and clearly defined remedial education delivery system that includes testing, placement, a structured set of courses, and a time limit to complete the required courses and evaluation; (4) 90 percent of all remedial education enrollments were reported for the community colleges; (5) statewide, 37 percent of all incoming students were estimated to be underprepared; (6) 43 percent of community college entrants were reported to be underprepared; and (7) statewide, verbal skills remedial education programs accounted for 40 percent of all enrollments, while basic math skills programs accounted for 27 percent. Survey instruments are appended, along with school policies concerning student testing and placement and remedial program evaluation. (SW)

ED 257 359 HE 018 388  
Finding Financial Resources for Adult Learners:  
Profiles for Practice.

College Entrance Examination Board, New York, N.Y.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Report No.—ISBN-0-87447-206-7

Pub Date—7 Jun 85

Grant—G008202215

Note—68p.

Available from—College Board Publications, Box 886, New York, NY 10101 (\$8.95).

Pub Type—Reference Materials - Directories/Catalogs (132) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adult Students, Armed Forces, Banking, Business, Career Counseling, College Credits, \*College Students, Credit (Finance), Eligibility, Higher Education, Industry, Military Personnel, Nonprofit Organizations, Prior Learning, \*Private Financial Support, Scholarships, Student Employment, \*Student Financial Aid, Student Loan Programs, Unions

A variety of special financial aid practices that colleges have created to meet the needs of adult students are described, based on a 1983 survey of financial aid directors from more than 100 colleges. Information is provided on campus-based sources of financial aid such as: credit for prior learning programs, financial and career information services, loans, modified tuition plans and related support services, scholarships, and student employment. Also covered are community-based resources, including banks and lending institutions; business, industry, and unions; military, and voluntary, civic, and not-for-profit agencies. Profiles are presented for 70 financial aid practices/programs. Each profile covers the details of the practice, how it originated, its eligibility requirements, the number of participants, and the college office that coordinates the practice. The profiles are divided into two sections: practices utilizing campus-based sources of financial aid, and those using community-based sources of financial aid. It is noted that the most widely available community-based aid source for adult students is business and industry, which often has tuition aid plans for employees. Company-sponsored instruction is also a widespread practice. (SW)

ED 257 360 HE 018 389  
Report on the Role of Higher Education in En-

hancing Cooperation with the Public Schools in Maryland.

Maryland State Board for Higher Education, Annapolis.

Pub Date—May 85

Note—61p; Submitted by the State Board of Higher Education Advisory Task Force to the Education Coordinating Committee.

Available from—Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Advisory Committees, \*Articulation (Education), College Role, \*College School Cooperation, \*Cooperative Programs, Cross Age Teaching, Curriculum Development, Faculty Workload, Higher Education, Incentives, Program Descriptions, \*Public Schools, Staff Development, \*State Colleges, \*Statewide Planning, Teacher Education, Teacher Exchange Programs, Technical Assistance, Tutoring

Identifiers—\*Maryland, Public Colleges

The potential for college-public school partnerships and issues of faculty workload, incentives, and rewards were assessed by an advisory task force. Six areas of possible cooperation were identified: responding to teacher shortages, improving the transition to college, providing tutoring and other volunteer services to public school students, offering faculty exchange programs, using college personnel to promote staff development in the public schools, and providing college speaker's bureaus. The Task Force developed "The Faculty Alliance Project—An Action Plan," which emphasized the total continuum of education and the importance of interaction among college and public school staff. The following project concepts were considered: regional teacher training centers in science and mathematics, release time arrangements for college faculty and public school teachers, miniconferences for curriculum development, joint teacher education/staff development appointments in rural areas, teaching high school students subjects not typically in the curriculum using college faculty and/or graduate students, and volunteer tutoring programs staffed by college students for remedial and talented and gifted public school students. Appendices include more than 100 examples of cooperative college/public school arrangements. (SW)

ED 257 361 HE 018 390

Johnson, Glen Ross

Does Training in Cognitive Interaction Analysis System Change Verbal Behavior?

Pub Date—[85]

Note—11p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, Education Courses, \*Feedback, Graduate Students, Higher Education, \*Interaction Process Analysis, Positive Reinforcement, Preservice Teacher Education, \*Questioning Techniques, \*Student Teaching, Teacher Student Relationship, \*Teaching Skills, \*Verbal Communication

Identifiers—\*Cognitive Interaction Analysis System

The effect of training in the Cognitive Interaction Analysis System on the way teachers interact with students was studied with 15 graduate students enrolled in a college teaching course. The students represented a variety of disciplines, including agriculture, science, liberal arts, and education. Enrollees were required to teach a typical freshman level lesson during the second class session. At the end of the semester, they retaught the same lesson. Both lessons were recorded on audiotape. After teaching the first lesson, the enrollees were trained in the Cognitive Interaction Analysis System. A regular college classroom was used throughout the semester, and the program involved approximately 12 contact hours of skill training. Each participant also received a microcomputer diskette with prompting procedures on how to use the system, along with a self-instruction booklet. Analysis of variance was used to detect changes in verbal interaction between the first and second lessons. Instructors significantly increased their use of questions and corrective feedback procedures. In addition, the amount of student talk significantly increased, and the total amount of time devoted to silence significantly decreased. A marked increase in the instructor's use of positive reinforcement also occurred. (SW)

ED 257 362 HE 018 391

Torstendahl, Rolf

Knowledge and Education, One Hundred Years of Certified Competence. Swedish Research on Higher Education, 1983:1.

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date—20 Mar 85

Note—14p.

Available from—National Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Certification, \*Education Work Relationship, Employment Level, Engineering, \*Foreign Countries, Higher Education, \*Knowledge Level, \*Professional Development, Research Projects, Social Change, \*Technological Advancement

Identifiers—France, Germany, \*Sweden, Switzerland

A Swedish Research on Higher Education project to investigate relationships between knowledge and educational certification is described. The first study involves several cohorts of engineering students from technological universities in Paris, Stockholm, Zurich, and Berlin for the period 1880-1960. Attention is directed to students' educational performance and careers. The empirical base is designed to promote discussion of important theoretical problems about the nature and implications of professionalization in a historical perspective. A theory that educational systems and social change are linked will be evaluated. According to the theory, rapid social change (i.e., technological change and new modes of production) will result in a gap between social needs and education. As a consequence, certified competence will be less valued than quality of knowledge. The second study will investigate workplaces, specific work processes, and educational conditions to assess the extent to which occupational status has been determined by knowledge or certified competence. Comparisons will be made between different workplaces and occupational groups. (SW)

ED 257 363 HE 018 418

Collective Bargaining Agreement by and between the Administration of Adelphi University and Adelphi University Chapter, American Association of University Professors, September 1, 1984-August 31, 1987.

Adelphi Univ., Garden City, N.Y.; American Association of Univ. Professors, Washington, D.C.

Pub Date—1 Sep 84

Note—67p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Advisory Committees, Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Employment Practices, Faculty College Relationship, Faculty Workload, Grievance Procedures, Higher Education, Leaves of Absence, Merit Pay, Part Time Faculty, \*Personnel Policy, \*Private Colleges, Released Time, Teacher Employment Benefits, Teacher Salaries, Teacher Strikes, Unions

Identifiers—\*AAUP Contracts, \*Adelphi University NY, American Association of University Professors, Constitutions, Dues Checkoff

The collective bargaining agreement between the Adelphi University Administration and the Adelphi University Chapter (340 members) of the American Association of University Professors (AAUP) covering the period September 1, 1984-August 31, 1987 is presented. Items covered in the agreement include: definitions; recognition and definition of the unit; information to the AAUP; checkoff of AAUP dues; the relationship between the parties; the personnel plan and governance provisions; guarantee of rights; grievance and arbitration; no strikes/lockouts; compensation; equalization; payments; fringe benefits; release time; faculty information, facilities, and privileges; workload; minimum terms; interest succession; separability; ratification; and effective date and duration. Appended are the National Labor Relations Board Certification, the constitution of the Adelphi University faculty, and the university's personnel plan. (SW)

ED 257 364 HE 018 419

Agreement between Commonwealth of Pennsylvania and Association of Pennsylvania State College and University Faculties (APSCUF), July 1,

1981 to June 30, 1984 and Reopener and Contract Extension Agreement between Association of Pennsylvania State College and University Faculties and State System of Higher Education, July 1, 1983 to June 30, 1985.  
American Association of Univ. Professors, Washington, D.C.; Association of Pennsylvania State Coll. and Univ. Faculties, Harrisburg; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—1 Jul 81

Note—113p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Freedom, Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Department Heads, Employment Practices, Faculty Evaluation, Faculty Workload, Grievance Procedures, Higher Education, Leaves of Absence, Personnel Policy, Professional Continuing Education, \*State Colleges, Teacher Employment Benefits, Teacher Salaries, Teacher Strikes, Tenure, \*Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, Association Pennsylvania State Coll Univ Faculties, Dues Checkoff, \*Pennsylvania, Personnel Files, Public Colleges, Union Rights

The collective bargaining agreement between the Commonwealth of Pennsylvania and the Association of Pennsylvania State College and University Faculties (APSCUF, 4,200 members) covering the period July 1, 1981 to June 30, 1984 is presented. Also included for this American Association of University Professors affiliated union is the reopener and contract extension agreement covering the period July 1, 1983 to June 30, 1985. Items covered in the agreements include: the preamble; statement of purpose; recognition; academic freedom; fair practices; faculty duties/responsibilities; grievance procedure and arbitration; department chair duties; performance of bargaining unit work; accretion; rights and privileges of APSCUF; rights of the Commonwealth and colleges; faculty appointment, performance review, and evaluation; personnel files, renewals/nonrenewals; tenure; promotions, sick leave and leaves of absence; work-related injuries; retirement; salaries; fringe benefits; workload; summer employment; overload; independent study/individualized instruction; continuing education; membership maintenance and checkoff; retrenchment; health and welfare; travel expenses; agreement against strikes/lockouts; intercollegiate transfers; legislative action; separability; totality of agreement; successors; and term of agreement. Supplementary provisions and 1983 and 1984 faculty pay schedules are included. (SW)

ED 257 365 HE 018 420

Agreement between Bard College and the Bard College Chapter of the American Association of University Professors, 1984-1985.

American Association of Univ. Professors, Washington, D.C.; Bard Coll., Annandale-on-Hudson, N.Y.

Pub Date—84

Note—16p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Collective Bargaining, \*College Faculty, \*Contracts, Due Process, Employment Practices, Faculty College Relationship, Fringe Benefits, Grievance Procedures, Higher Education, Merit Pay, Personnel Policy, \*Private Colleges, Sabbatical Leaves, Teacher Dismissal, Teacher Employment Benefits, \*Teacher Salaries, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, \*Bard College NY, Disability Payments, Financial Exigency

The collective bargaining agreement between Bard College and the 60-member Bard College Chapter of the American Association of University Professors for the period June 1, 1984-June 1, 1985 is presented. Items covered in the agreement include: recognition of the unit, faculty notice of termination, tenure, adequate cause for dismissal, hearings on charges contained in the president's written statement, financial exigency, grievances, terms of dismissal, retirement, contractual obligations, academic policy, research and travel, administrative services, housing, sabbaticals, salary increments and fringe benefits, promotion, merit, equity, past practices, and termination/modification of agreement. An appendix on fringe benefits

covers sick leave and disability, social security, workmen's compensation, unemployment insurance, retirement, Blue Cross/Blue Shield, medical protection, education, discount purchases, and professional development fellowships. A professional data sheet form for merit raise consideration is included. (SW)

ED 257 366 HE 018 421

Belleville Area College Memorandum of Understanding, 1984-1986.

American Association of Univ. Professors, Washington, D.C.; American Federation of Teachers, Washington, D.C.; Belleville Area Coll., Ill.

Pub Date—84

Note—59p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Employment Practices, \*Faculty Workload, Fringe Benefits, Grievance Procedures, Higher Education, Leaves of Absence, Part Time Faculty, Personnel Policy, \*Private Colleges, Released Time, Teacher Employment Benefits, Teacher Responsibility, Teacher Retirement, Teacher Salaries, Teacher Strikes, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, \*Belleville Area College IL, Disability Payments

The 1984-1985 and 1985-1986 collective bargaining agreement between the Belleville Area College Board of Trustees and the Belleville Area College Chapter (135 members) of the American Association of University Professors and the American Federation of Teachers is presented. Items covered in the agreement include: unit recognition and definitions, benefits to part-time faculty, noninterruption of services, service and workload standards, standard load and overload, equated hours, office hours, assignment of extension centers, compensation for substitute teaching, maximum class size, experimental classes, advertising of positions, coordinators, assignment to department or program, evening assignments, consultation before assignment, sabbatical leave, extended leave without pay, military service leaves, teacher exchange leaves, sick leaves, special leaves, grievance procedure, arbitration, compensation, summer salary, longevity payment, evening reimbursement, life insurance, maintenance of coverage in the event of death, hospitalization, legal assistance, long-term disability, academic regalia, retirement overload, retirement insurance, dependent tuition, vacations, fair share fee, seniority, retraining, savings, understanding of the entire agreement, gender of words as used in this document, and term of agreement. (SW)

ED 257 367 HE 018 422

Agreement between Bloomfield College and the Bloomfield College Chapter of the American Association of University Professors and Bloomfield College Faculty Personnel Procedures, July 1, 1983-June 30, 1985.

American Association of Univ. Professors, Washington, D.C.; Bloomfield Coll., N.J.

Pub Date—1 Jul 83

Note—41p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Freedom, Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Employment Practices, Faculty Evaluation, Fringe Benefits, Grievance Procedures, Higher Education, Leaves of Absence, Part Time Faculty, \*Personnel Policy, \*Private Colleges, Sabbatical Leaves, Teacher Dismissal, Teacher Employment Benefits, Teacher Retirement, Teacher Salaries, Tenure, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, \*Bloomfield College NJ, Union Rights

The collective bargaining agreement between Bloomfield College and the Bloomfield College Chapter (50 members) of the American Association of University Professors covering the period July 1, 1983-June 30, 1985 is presented. Items covered in the agreement include: contract management, chapter rights, academic freedom, faculty status, terms of appointment, dismissal for cause, grievance procedure, arbitration, sabbatical and study leaves, other leaves of absence, salaries, fringe benefits, working conditions, workload, retrenchment, part-time faculty, status of faculty in veterans pro-

gram, extra compensation policy, retirement, and the entire understanding of the parties. The official guide to faculty personnel procedures is appended; it covers: peer review, initial appointments, tenure committee, evaluation criteria, consultation and recommendations of the tenure committee, the president's role in reviewing the Tenure Committee's recommendation, time limits for faculty evaluation, part-time faculty, dismissal for cause, the appeal and hearing procedures, sabbatical and study leaves, and emeritus rank. (SW)

ED 257 368 HE 018 423

Agreement between the B.U.C.-A.A.U.P. and the Trustees of Boston University for the Period September 1, 1981 to August 31, 1984.

American Association of Univ. Professors, Washington, D.C.; Boston Univ., Mass.

Pub Date—1 Sep 81

Note—35p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Freedom, Affirmative Action, Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Deans, Department Heads, Employment Practices, Faculty Promotion, Fringe Benefits, Governing Boards, \*Grievance Procedures, Higher Education, Leaves of Absence, Personnel Policy, \*Private Colleges, Teacher Dismissal, Teacher Employment Benefits, Teacher Salaries, Tenure

Identifiers—\*AAUP Contracts, American Association of University Professors, \*Boston University MA, Personnel Files, Union Dues, Union Rights

The collective bargaining agreement between the Trustees of Boston University and the Boston University chapter (850 members) of the American Association of University Professors (AAUP) covering the period September 1, 1981 to August 31, 1984 is presented. Items covered in the agreement include: recognition of the unit, trustees' authority and responsibility, academic freedom, appointments, tenure and promotion, promotion other than in connection with tenure, matching offers, sabbaticals and leaves of absence, professional responsibilities, termination or suspension of faculty appointments, no discrimination, affirmative action, salaries, overload and summer session salary, fringe benefits, guidelines for allocation of merit and equity increases, salary administration, faculty council compensation commission, selection of chairpersons, selection of deans, continuance of services, deduction of dues, separability, exchange of information, duration of agreement, grievances and arbitration, personnel files, and rights of the chapter. (SW)

ED 257 369 HE 018 424

Collective Bargaining Agreement by and between University of Bridgeport and University of Bridgeport Chapter, American Association of University Professors, September 1, 1984.

American Association of Univ. Professors, Washington, D.C.; Bridgeport Univ., Conn.

Pub Date—1 Sep 84

Note—57p.; Portions of the document may not reproduce clearly.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Freedom, Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Department Heads, \*Employment Practices, Faculty Workload, Fringe Benefits, Governance, Grievance Procedures, Higher Education, Personnel Policy, \*Private Colleges, Program Evaluation, Teacher Employment Benefits, Teacher Salaries, Teacher Strikes, Tenure, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, Dues Checkoff, Tuition Benefit Programs, Union Rights, \*University of Bridgeport CT

The collective bargaining agreement between the University of Bridgeport and the University of Bridgeport chapter (245 members) of the American Association of University Professors (AAUP) for the period September 1, 1984 to August 31, 1987 is presented. Items covered in the agreement include: definitions and recognition of the bargaining unit; checkoff of AAUP dues; general relations between the AAUP and the administration; information provided by the university to AAUP; guarantee of rights; designation and recall of chairpersons; personnel decision procedures; tenure and seniority; layoff of tenured faculty; work schedules and assignments; faculty/professional and rank staff informa-



tion, facilities, and privileges; compensation; fringe benefits; grievance procedure and arbitration; no strike/lockout; minimum terms; separability; succession, impact of restructuring; faculty participation in program evaluation and planning; and governance. Appendices include the 1940 statement of principles and interpretive comments concerning academic freedom and tenure, and information on tuition remission for employees. (SW)

#### ED 257 370 HE 018 425

Agreement between the Board of Trustees of the California State University and the California Faculty Association, Unit 3—Faculty, August 16, 1983–June 30, 1986 and New Contract Language Changes to Agreement, July 1, 1984–June 30, 1986.

American Association of Univ. Professors, Washington, D.C.; California Faculty Association; California State Postsecondary Education Commission, Sacramento.

Pub Date—16 Aug 83

Note—148p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

#### EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Collective Bargaining, \*College Faculty, \*College Governing Councils, Employment Practices, Faculty Development, Faculty Evaluation, Faculty Workload, Fringe Benefits, Grievance Procedures, Higher Education, Leaves of Absence, Merit Pay, \*Negotiation Agreements, Part Time Faculty, Personnel Policy, \*State Universities, Teacher Discipline, Teacher Employment Benefits, Teacher Retirement, Teacher Salaries, Tenure

Identifiers—\*AAUP Contracts, American Association of University Professors, California Faculty Association, \*California State University, Personnel Files, Public Colleges, Union Rights

The collective bargaining agreement between California State University (CSU) Board of Trustees and the California Faculty Association (CFA) for the period covering August 16, 1983–June 30, 1986 is presented. New contract language changes to the agreement for July 1, 1984–June 30, 1986 are also presented. This American Association of University Professors affiliated union has 12,000 members, including part-time faculty. Items covered in the agreement include: definitions and unit recognition, CSU and CFA rights, contract and faculty status grievance procedures, personnel files, temporary and probationary appointments, tenure, faculty evaluation, temporary suspension, reprimands, disciplinary action procedure, assignment of responsibility, workload and schedules, summer session, leaves of absence with/without pay, sick leave, professional development, fee waiver, sabbatical leaves, difference in pay leaves, faculty early retirement program, preretirement reduction in time base, merit salary adjustment, salary schedule revisions, fringe benefits, holidays, vacation, outside employment, safety, and layoff. Appendices provide lists of included/excluded faculty titles and the salary schedule of position (e.g., faculty, coaches, librarians) and academic rank, including summer compensation information. The changes to the agreement concern recognition, grievance procedure, appointment, workload, salary, benefits, and instructional faculty salary schedule. (SW)

#### ED 257 371 HE 018 426

University of California and Santa Cruz Faculty Association Memorandum of Understanding, 1983–84.

American Association of Univ. Professors, Washington, D.C.; California Univ., Santa Cruz.

Pub Date—83

Note—12p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Employment Practices, \*Grievance Procedures, Higher Education, Personnel Policy, \*State Universities, Teacher Strikes, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, Public Colleges, \*University of California Santa Cruz

The collective bargaining agreement between the University of California and the Santa Cruz Faculty Association covering the period June 30, 1983–June 30, 1984 is presented. The American Association of University Professors affiliated union has 295 mem-

bers. Items covered in the agreement include: unit recognition, meeting and conferring to consider university or union proposals to change a term or condition of employment, consultation rights and obligations, teacher strikes and stoppages, severability, and grievance procedures and arbitration. (SW)

#### ED 257 372 HE 018 427

Agreement between University of Cincinnati and AAUP, University of Cincinnati Chapter, September 1, 1984 to August 31, 1986.

American Association of Univ. Professors, Washington, D.C.; Cincinnati Univ., Ohio.

Pub Date—1 Sep 84

Note—109p.

Pub Type—Journal Articles (080)

#### EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Freedom, Affirmative Action, Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Department Heads, Employment Practices, Fringe Benefits, Grievance Procedures, Higher Education, Leaves of Absence, Librarians, Part Time Faculty, Personnel Policy, Released Time, \*Retirement, \*State Universities, Teacher Employment Benefits, Teacher Retirement, Teacher Salaries

Identifiers—\*AAUP Contracts, American Association of University Professors, Dues Checkoff, Financial Exigency, Program Discontinuance, Public Colleges, Union Rights, \*University of Cincinnati OH

The collective bargaining agreement between the University of Cincinnati and the University of Cincinnati chapter (1,750 members) of the American Association of University Professors (AAUP) covering the period September 1, 1984 to August 31, 1986 is presented. Items covered in the agreement include: recognition and description of the bargaining unit; academic freedom; nondiscrimination; affirmative action plans; faculty and librarian appointments; academic safeguards and responsibility; academic department heads; compensation; increases for part-time and geographic full-time faculty members; minimum salaries; overloads and extra compensation; medical and dental insurance; health maintenance plans; life and disability insurance; retirement programs; academic leave; study and research leave for librarians; special duty assignments; other leaves of absence; released time; sick leave; professional travel; grievance procedure; college governance; retrenchment under conditions of financial exigency; termination because of discontinuance of program, department, college, or library; institutional responsibility; rights/duties of the AAUP; dues checkoff; disputes and arbitration; maintenance of practices; decertification; savings and separability; and dispute settlement procedure. (SW)

#### ED 257 373 HE 018 428

Collective Bargaining Agreement between Connecticut State University American Association of University Professors and the Board of Trustees for the Connecticut State University, 1984–1987 and The Connecticut State University Agreement for Part-Time Employees in the Instructional Faculty Bargaining Unit.

American Association of Univ. Professors, Washington, D.C.; Connecticut State Board of Higher Education, Hartford.

Pub Date—10 Apr 84

Note—96p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

#### EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Collective Bargaining, \*College Faculty, \*Contracts, Counselors, Employment Practices, Faculty Workload, Fringe Benefits, Governing Boards, Grievance Procedures, Higher Education, Leaves of Absence, Librarians, \*Part Time Faculty, Personnel Policy, Retrenchment, \*State Universities, Teacher Discipline, Teacher Employment Benefits, Teacher Salaries, Teaching Conditions, Tenure

Identifiers—\*AAUP Contracts, American Association of University Professors, \*Connecticut State University, Dues Checkoff, Personnel Files, Public Colleges, Union Rights, Unions Dues

The collective bargaining agreement between Connecticut State University Board of Trustees and the Connecticut State University chapter of the American Association of University Professors covering the period April 10, 1984 to April 10, 1987 is presented. The chapter has 1,980 members, including part-timers. Items covered in the agreement include: unit recognition and definitions;

nondiscrimination; tenure; academic freedom; appointments; standards of notice for renewal and denial of tenure; faculty and presidential responsibilities; evaluation for renewal, tenure, and promotion; coaching faculty and physical education faculty; personnel files; faculty participation; counselors; librarians; working conditions; workload; summer school; compensation; leaves and fringe benefits; grievance procedure; reprimand, suspension, and termination; retrenchment, union rights, board of trustees' rights and responsibilities; dues, agency shop fees, and checkoff; meetings and discussions; and separability; minimum terms; and succession provision. Appended are a letter of appointment, a tenure letter, a grievance form, and a part-timer agreement. This agreement, which covers the period August 24, 1984 to August 27, 1987, comprises 16 articles and is a much briefer version of the main agreement, modified for part-time staff. (SW)

#### ED 257 374 HE 018 429

Collective Bargaining Agreement between the University of Connecticut Board of Trustees and the University of Connecticut Chapter of the American Association of University Professors, July 1, 1984–June 30, 1986.

American Association of Univ. Professors, Washington, D.C.; Connecticut Univ., Storrs. Board of Trustees.

Pub Date—1 Jul 84

Note—38p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

#### EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Freedom, Affirmative Action, Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Department Heads, Employment Practices, Grievance Procedures, Higher Education, Merit Pay, Nontenured Faculty, Personnel Policy, \*Reduction in Force, Retrenchment, \*State Universities, Teacher Discipline, Tenured Faculty, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, Financial Exigency, Personnel Files, Program Discontinuance, Union Rights, \*University of Connecticut

The collective bargaining agreement between the University of Connecticut Board of Trustees and the University of Connecticut Chapter (1,410 members) of the American Association of University Professors (AAUP) covering the period July 1, 1984–June 30, 1986 is presented. Items covered in the agreement include: unit recognition, exclusions, academic freedom, governance, nondiscrimination, affirmative action plans and procedures, board of trustees prerogatives, meetings and discussions, contractual grievance procedure, additions to the by-laws grievance procedures, personnel files, members of the unit not in a tenure track, reduction of staff for discontinuance of programs and financial exigency, selection and review of department heads, AAUP rights, AAUP security and payroll deductions, salary scales, minimum terms, continuation of services, mergers and acquisitions, savings clause, research assistants and associates, merit, temporary employees, and discipline for tenure and/or tenure-track faculty. (SW)

#### ED 257 375 HE 018 430

Agreement between Curry College and Curry College AAUP, 1984–86.

American Association of Univ. Professors, Washington, D.C.; Curry Coll., Milton, Mass.

Pub Date—Sep 84

Note—63p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

#### EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Freedom, Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Day Care, Employment Practices, Faculty Evaluation, Faculty Workload, \*Fringe Benefits, Governance, Grievance Procedures, Health Insurance, Higher Education, Leaves of Absence, Personnel Policy, \*Private Colleges, Retrenchment, Teacher Discipline, Teacher Employment Benefits, Teacher Salaries

Identifiers—\*AAUP Contracts, American Association of University Professors, \*Curry College MA, Faculty Reappointment, Tuition Benefit Programs, Union Rights

The collective bargaining agreement between Curry College and the Curry College chapter (75 members) of the American Association of University Professors (AAUP) covering the period Sep-

tember 1984 to August 1986 is presented. Items covered in the agreement include: unit recognition and definitions, academic freedom, no discrimination, exchange of information, agent's rights, agency shop, payroll deduction, health and safety, fringe benefits, hours and workload, salaries, governance, grievance procedure, arbitration, disciplinary action, management rights, retrenchment, no strike/lockout, and the rights of the college and the union to reopen the agreement. Fringe benefits include: campus health services, educational benefits, child care, retirement, credit union, health/dental insurance, leaves of absence, long-term disability, life insurance, and professional liability insurance. Specific topics include: full-time faculty teaching load; class size; lecturer's requirements; overload; summer hours; supervision of tutorials, reading/independent study, independent studio, and field experience; salaries by rank, calculating salaries; promotion raises; compensation for librarians and part-time music faculty; overload compensation; responsibilities of media services directors, divisional chairpersons, and subject area coordinator; initial and special appointments; reappointments; and evaluation committees. (SW)

#### ED 257 376 HE 018 431

Agreement between Cuyahoga Community College District and the American Association of University Professors Cuyahoga Community College Chapter, September 1, 1983 through September 1, 1986.

American Association of Univ. Professors, Washington, D.C.; Cuyahoga Community Coll., Cleveland, Ohio.

Pub Date—1 Sep 83

Note—25p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Freedom, Arbitration, \*Collective Bargaining, \*College Faculty, \*Community Colleges, \*Contracts, Employment Practices, Faculty Workload, \*Fringe Benefits, Governing Boards, Grievance Procedures, Higher Education, Insurance, Leaves of Absence, Personnel Policy, Reduction in Force, Retrenchment, State Colleges, Teacher Employment Benefits, Teacher Salaries

Identifiers—\*AAUP Contracts, American Association of University Professors, \*Cuyahoga Community College OH, Dues Checkoff, Personnel Files, Public Colleges, Tuition Benefit Programs, Union Rights

The collective bargaining agreement between Cuyahoga Community College District and the Cuyahoga Community College chapter (310 members) of the American Association of University Professors covering the period September 1, 1983-September 1, 1986 is presented. Items covered in the agreement include: unit recognition, membership obligations, dues checkoff, board of trustees' rights and responsibilities, retrenchment of tenured faculty, reduction in force of tenure-track and non-tenure-track faculty, personal leave, sick leave, professional improvement leave and travel, military leave, leaves of absence without pay, compensation, life insurance, health insurance, long-term disability insurance, accidental death and dismemberment insurance, summer school, retirement, faculty benefits and privileges, patents and copyrights, AAUP rights and responsibilities, academic freedom and responsibility, tuition remission, personnel files, nondiscrimination, college governance, grievance procedure, no strike/lockout, and professional activities outside of college. Faculty schedules for fiscal years 1983-1984, 1984-1985, and 1985-1986 are appended. (SW)

#### ED 257 377 HE 018 432

Collective Bargaining Agreement between the Board of Trustees of Delaware State College and the Delaware State College Chapter of the American Association of University Professors, September 1, 1983-August 31, 1986.

American Association of Univ. Professors, Washington, D.C.; Delaware State Coll., Dover.

Pub Date—1 Sep 83

Note—94p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Employment Practices, Faculty Evaluation, Faculty Promotion, Faculty Workload, Fringe Benefits, Governance,

Grievance Procedures, Higher Education, Leaves of Absence, \*Personnel Policy, Reduction in Force, \*State Colleges, Teacher Dismissal, Teacher Employment Benefits, Teacher Salaries, Teaching Conditions, Tenure

Identifiers—\*AAUP Contracts, Adjunct Faculty, American Association of University Professors, \*Delaware State College, Faculty Reappointment, Personnel Files, Program Discontinuance, Union Rights

The collective bargaining agreement between the Delaware State College Board of Trustees and the Delaware State College Chapter (145 members) of the American Association of University Professors covering the period September 1, 1983-August 31, 1986 is presented. Items covered in the agreement include: unit recognition and definitions, nondiscrimination, management rights, access to information, qualifications for appointments, selection, reappointment, policies governing promotion and tenure, research and travel, severance procedures, termination under reduction or discontinuation of an academic program, faculty and department chair evaluation, academic load, faculty responsibilities, workload assignment, committee service, overload, funded research, outside employment, faculty rights and privileges, college facilities and services, academic support, continuing education, leaves of absence, personnel files, released time, salaries, fringe benefits, departmental and college governance, and grievance and arbitration. The following kinds of leave are covered: sabbaticals, leave of absence without pay, short-term professional leave, bereavement leave, leave for court-required service, military leave, annual leave for nonteaching unit members, holidays, school closing, sick leave, personal leave. Salary topics include: entry-level salary, salary adjustment for promotion, overload/adjunct teaching compensation, compensation of department chairs, compensation for unusual services, and the payment schedule. (SW)

#### ED 257 378 HE 018 433

Collective Bargaining Agreement between University of Delaware and American Association of University Professors, University of Delaware Chapter, July 1, 1984-June 30, 1986.

American Association of Univ. Professors, Washington, D.C.; Delaware Univ., Newark.

Pub Date—1 Jul 84

Note—25p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, \*Employment Practices, Faculty Promotion, Faculty Workload, Fringe Benefits, Grievance Procedures, Health Insurance, Higher Education, Leaves of Absence, Part Time Faculty, Personnel Policy, Retirement Benefits, \*State Universities, Teacher Employment Benefits, Teacher Salaries

Identifiers—\*AAUP Contracts, American Association of University Professors, Tuition Benefit Programs, Union Rights, \*University of Delaware

The collective bargaining agreements between the University of Delaware and the University of Delaware chapter (790 members) of the American Association of University Professors (AAUP) covering the period July 1, 1984-June 30, 1986 is presented. Items covered in the agreement include: unit recognition, AAUP membership, AAUP representatives and privileges, bargaining unit membership, (with list), no strikes/lockouts, grievance procedure, personnel benefits, nondiscrimination, faculty workload, salaries, use of part-time faculty, totality of agreement, precedence of laws, maintenance of practices, and safety and health. Appended is a form on authorization of payroll deduction of membership dues. Information is included on medical insurance, the dental plan, retirement benefits, and tuition remission for eligible faculty spouses and dependents. Salary schedules are provided for faculty by rank for 1984-1985 and 1985-1986, and salary increments are shown for promotion to assistant professor, associate professor, and professor. (SW)

#### ED 257 379 HE 018 434

A Cooperative Agreement by and between D'Youville College and D'Youville College Chapter American Association of University Professors, September 1, 1983-August 31, 1985.

American Association of Univ. Professors, Washington, D.C.; D'Youville Coll., Buffalo, N.Y.

Pub Date—1 Sep 83

Note—46p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Rank (Professional), Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, \*Employment Practices, Faculty Development, Faculty Workload, Fringe Benefits, Grievance Procedures, Higher Education, Leaves of Absence, Librarians, Personnel Policy, \*Private Colleges, Retrenchment, Teacher Dismissal, Teacher Employment Benefits, Teacher Salaries, Tenured Faculty

Identifiers—\*AAUP Contracts, American Association of University Professors, \*D'Youville College NY, Union Rights

The collective bargaining agreement between D'Youville College and D'Youville College Chapter (70 members) of the American Association of University Professors covering the period September 1, 1983-August 31, 1985, is presented. Items covered in the agreement include: unit recognition; management rights; grievance and arbitration; no strike/lockout; faculty rank, faculty development; instructional load; budget; faculty participation in appointment, promotion, renewal, nonrenewal, and tenure; termination of tenured faculty for cause; retrenchment; librarians; chairpersons of division; salaries; fringe benefits; retirement policy; faculty overload and summer session teaching; nondiscrimination; savings clause; and rights of the association. A grievance procedure form is appended. (SW)

#### ED 257 380 HE 018 435

Agreement between Eastern Michigan University and the Eastern Michigan University Chapter of the American Association of University Professors, November, 1982.

American Association of Univ. Professors, Washington, D.C.; Eastern Michigan Univ., Ypsilanti.

Pub Date—18 Nov 82

Note—104p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Employment Practices, Faculty Evaluation, Faculty Promotion, Faculty Workload, Fringe Benefits, Grievance Procedures, Higher Education, Insurance, Leaves of Absence, Personnel Policy, Reduction in Force, Sabbatical Leaves, \*State Universities, Teacher Dismissal, Teacher Employment Benefits, Teacher Salaries

Identifiers—\*AAUP Contracts, American Association of University Professors, \*Eastern Michigan University, Faculty Reappointment, Faculty Reassignment, Personnel Files, Public Colleges, Tuition Benefit Programs, Union Dues

The collective bargaining agreement between Eastern Michigan University (EMU) and the EMU Chapter (600 members) of the AAUP covering the period November 18, 1982-August 31, 1985 is presented. Items covered are: unit recognition and definitions, EMU's right to manage, information provided to the union, union use of facilities/services, released time, insurance coverage, selection of negotiators, membership dues and service fees, payment by payroll deduction, grievance procedure, arbitration, layoff provisions/procedures/alternatives, rights while on layoff, faculty responsibilities, outside employment, workload, international projects appointments, leaves of absence, sabbatical leaves and research, creative activity fellowships, faculty committees, faculty appointments, reappointments, tenure and promotion, probationary appointments, reassignments, faculty evaluation procedures and criteria, nonrenewal of probationary appointments, suspension/termination for reasonable cause, termination for medical reasons, resignations, personnel files, minimum salary by rank, salary adjustments, salary for summer session/on-campus workshops colloquia, salary adjustment for promotion/completion of earned doctorate, salaries for teaching continuing education courses, grant compensation, merit awards, fringe benefits, retirement benefits, death benefits, health and safety committee, special conferences, and strikes and lockouts. Appended are a minimum salary table and a letter of agreement on faculty evaluation. A memorandum of understanding containing amendments to Articles XIV, XV and XVI of the master agreement is included with this document. (SW)

#### ED 257 381 HE 018 436

Collective Bargaining Agreement between Ameri-

can Association of University Professors, Eastern Montana College, and the Montana University System, July 1, 1981-June 30, 1985.

American Association of Univ. Professors, Washington, D.C.; Eastern Montana Coll., Billings, Montana Univ. System, Helena.

Pub Date—1 Jul 81

Note—112p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Rank (Professional), Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, \*Employment Practices, Faculty Handbooks, Faculty Promotion, Faculty Workload, Governance, Grievance Procedures, Higher Education, Insurance, Leaves of Absence, Personnel Policy, Released Time, \*State Colleges, Student Rights, Teacher Dismissal, Teacher Employment Benefits, Teacher Salaries, Tenure

Identifiers—\*AAUP Contracts, American Association of University Professors, \*Eastern Montana College, Montana University System, Public Colleges

The collective bargaining agreement between the Montana University System and the Eastern Montana College Chapter (140 members) of the American Association of University Professors (AAUP) covering the period July 1, 1981-June 30, 1985 is presented. Items covered are: definitions, nondiscrimination and affirmative action, unit recognition and determination, AAUP security, information and data, union use of facilities, release time, rights and responsibilities of students, student grievance procedure, faculty evaluation by students, management rights, academic freedom and responsibilities, shared governance, faculty-administration committee, academic council, academic senate, tenure and promotion in rank, tenure criteria, rank and tenure appeals process, termination for cause, reemployment, tenure and appointment practice, appointment of adjunct faculty, department chairs and area coordinators, hiring procedures, class and course assignment, conflict of interest, patents and copyrights, leaves of absence, faculty salaries, salary determination, summer session compensation, merit pay, group insurance, unemployment insurance, workers' insurance, retirement systems, grievance procedure and arbitration, and negotiation procedures. Appended are a copy of an agreement reached in a collective bargaining lawsuit, a student and staff handbook of rights and responsibilities, a faculty appointment form, and information on salary adjustments. (SW)

ED 257 382 HE 018 437

An Agreement between Emerson College and the Emerson College Chapter of the American Association of University Professors, September 1, 1984-August 31, 1987.

American Association of Univ. Professors, Washington, D.C.; Emerson Coll., Boston, Mass.

Pub Date—1 Sep 84

Note—51p.; Appendix may be marginally legible due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Freedom, Academic Rank (Professional), Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, \*Employment Practices, Faculty Promotion, Faculty Workload, Governance, Grievance Procedures, Higher Education, Insurance, Leaves of Absence, Personnel Policy, \*Private Colleges, Teacher Dismissal, Teacher Employment Benefits, Teacher Salaries, Tenure

Identifiers—\*AAUP Contracts, American Association of University Professors, Dues Checkoff, \*Emerson College MA, Faculty Reappointment, Financial Exigency, Personnel Files, Tuition Benefit Programs, Union Rights

The collective bargaining agreement between Emerson College and the Emerson College Chapter (85 members) of the American Association of University Professors (AAUP) covering the period September 1, 1984-August 31, 1987 is presented. Items covered in the agreement include: unit recognition and definitions; agent's rights; dues and fees check-off; past practice and institutional rights; nondiscrimination; faculty ranks and appointments; professional route and professional specialist route; selection of new faculty unit members; types of contracts; criteria and process for promotion and tenure decisions; preparation for promotion and tenure materials; termination due to financial exigency; notice

and reappointment rights of terminated faculty; review and grievance procedures; personnel files; faculty workload, scheduling, and course assignments; consulting; outside employment and/or business interests; parking; sabbatical leaves; professional leaves; administrative leaves; military leaves; leaves for child care and personal illness; compensation; fringe benefits; insurance and tuition benefits; contract management; and academic freedom and governance provisions. A "Statement on Government of Colleges and Universities" by the AAUP, the American Council on Education, and the Association of Governing Boards is appended. (SW)

ED 257 383 HE 018 438

Agreement between Fairleigh Dickinson University and Fairleigh Dickinson University Council of American Association of University Professors Chapters, September 1, 1982-August 31, 1984.

American Association of Univ. Professors, Washington, D.C.; Fairleigh Dickinson Univ., Rutherford, N.J.

Pub Date—1 Sep 82

Note—168p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, College Governing Councils, \*Contracts, Department Heads, Faculty Promotion, Faculty Workload, Governance, Grievance Procedures, Higher Education, Insurance, Leaves of Absence, Part Time Faculty, \*Private Colleges, Released Time, Retrenchment, Teacher Dismissal, Teacher Employment Benefits, Teacher Retirement, Teacher Salaries, Tenure

Identifiers—\*AAUP Contracts, American Association of University Professors, Dreyfuss College, Dues Checkoff, Edward Williams College, Faculty Reassignment, \*Fairleigh Dickinson University, Financial Exigency, Personnel Files, Release Time, Tuition Benefit Programs, Union Rights

The collective bargaining agreement between Fairleigh Dickinson University and Fairleigh Dickinson University Council (495 members) of the American Association of University Professors (AAUP) chapters covering the period September 1, 1982-August 31, 1984 is presented. Items covered are: unit recognition and definitions; nondiscrimination; base salaries, summer/intercession/overload salaries; rank minima salary and increases; dentistry school salaries; pension and retirement plan; tuition grants; early retirement; sabbatical leaves; leaves with/without pay; academic load; overload; funded research; outside employment; faculty responsibilities; academic rank; terms of appointment; teacher dismissal; personnel files; campus facilities; insurance; campus calendar; college governance; renewal/nonrenewal, promotion, tenure, and sabbatical leaves for full-time faculty; new full-time faculty appointments; part-time faculty appointment/retention; designation of department chairs; university senate; academic administrators selection; faculty elections; grievance/arbitration procedures; research and travel; financial exigency; involuntary faculty reassignment/reduction in force; reassignment/reduction procedures; termination; union privileges; university facilities/services; dues checkoff; agency shop fees; released time; merger/acquisitions/expansion; separability; no strike/lockout; and meetings/discussion. Appendices include AAUP forms and information on governance of Dreyfuss College, Edward Williams College, the School of Dentistry, and the Public Administration Institute. (SW)

ED 257 384 HE 018 439

Agreement between the University of Hawaii Professional Assembly and the Board of Regents of the University of Hawaii, 1983-1985.

American Association of Univ. Professors, Washington, D.C.; Hawaii Univ., Honolulu.

Pub Date—1 Jul 83

Note—94p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Freedom, Arbitration, \*Collective Bargaining, \*College Faculty, Consultants, \*Contracts, Department Heads, Employment Practices, Faculty Promotion, Faculty Workload, Grievance Procedures, Higher Education, Leaves of Absence, Personnel Policy, Retrenchment, \*State Universities, Teacher Discipline, Teacher Employment Benefits, Teacher Salaries, Tenure

Identifiers—\*AAUP Contracts, American Association of University Professors, Personnel Files, \*University of Hawaii

The collective bargaining agreement between the University of Hawaii Board of Regents and the University of Hawaii Professional Assembly covering the period July 1, 1983-June 30, 1985 is presented. The American Association of University Professors affiliated union has 2,810 members. Items covered in the agreement include: unit recognition, nondiscrimination, conditions of service, duty period, leaves of absence with/without pay, faculty travel, academic freedom and responsibility, tenure and service, renewal of contracts during probationary period, promotion, faculty personnel panel, reemployment, representation rights, disciplinary actions, personnel files, adequate security, health and safety, awards for merit, salaries, task force on salary administration, compensation for academic chairs, grievance procedure, rights of the employer, savings clause, entirety and modification of agreement, conflict provision, and no strike/lockout. Appended are a memorandum of understanding concerning merit awards, a memorandum of intention to consult for specialists, and a memorandum of intention to consult for community colleges. (SW)

ED 257 385 HE 018 440

Collective Bargaining Agreement by and between Hofstra University and the Hofstra Chapter of the American Association of University Professors, September 1, 1982-August 31, 1985.

American Association of Univ. Professors, Washington, D.C.; Hofstra Univ., Hempstead, N.Y.

Pub Date—1 Sep 82

Note—65p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Department Heads, \*Employment Practices, Faculty Promotion, Faculty Workload, Grievance Procedures, Higher Education, Leaves of Absence, Libraries, Personnel Policy, Reduction in Force, Released Time, Retrenchment, \*State Universities, Teacher Employment Benefits, Teacher Salaries, Tenure, Unions

Identifiers—\*AAUP Contracts, Adjunct Faculty, American Association of University Professors, Dues Checkoff, Faculty Reappointment, Financial Exigency, \*Hofstra University NY, Personnel Files, Union Rights

The collective bargaining agreement between Hofstra University and the Hofstra University Chapter (340 members) of the American Association of University Professors (AARP) September 1, 1982-August 31, 1985 is presented. Items covered in the agreement include: definitions and recognition of AAUP; faculty statutes and faculty policy series, the relationship between the AAUP and the university, appointment, reappointment, promotion, and tenure; working conditions; fringe benefits; compensation; reduction in force of faculty as a consequence of curricular curtailment or financial exigency; no strike, work stoppage, or lockout; grievance and arbitration procedure; merger or acquisition; released time; union security and check-off; separability; interest succession; nondiscrimination clause; personnel files; affirmative action committee; affirmation of full disclosure; past practices; department chairs; and adjunct faculty and special faculty status. Appendices include: (1) the memorandum of understanding between the university and the AAUP; (2) information on responsibilities of new college faculty, including teaching load, teaching fellow compensation, appointment of new college teaching fellows; and (3) the work schedule of full-time and adjunct library faculty and speech clinicians. (SW)

ED 257 386 HE 018 441

Agreement between Indian River Community College District Board of Trustees and the Indian River Community College Chapter of the American Association of University Professors, July 1, 1979 thru June 30, 1981.

American Association of Univ. Professors, Washington, D.C.; Indian River Community Coll., FL

Pub Date—1 Jul 79

Note—21p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Rank (Professional), Arbitration, \*Collective Bargaining, \*College Faculty,



\*Community Colleges, \*Contracts, Employment Practices, Faculty Promotion, Fringe Benefits, Governing Boards, Grievance Procedures, Higher Education, Leaves of Absence, Personnel Policy, Reduction in Force, State Colleges, Teacher Employment Benefits, Teacher Salaries, Teacher Strikes, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, Dues Checkoff, \*Indian River Community College FL, Union Rights

The collective bargaining agreement between Indian River Community College District Board of Trustees and the Indian River Community College Chapter (125 members) of the American Association of University Professors (AAUP) covering the period July 1, 1979-June 30, 1981 is presented. Items covered in the agreement include: recognition of AAUP, strikes and lockouts, dues deduction, nondiscrimination, past practices, chapter rights, rights of the board of trustees, legal counsel, contractual conditions of employment, salary schedule, provisions for bargaining unit members not eligible for continuing contract, leave of absence without pay, employment contracts and certification, faculty rank, courses for faculty, holidays, fringe benefits, transfers and promotions, abolishment of positions and reduction in force, faculty rights, office space, transportation expenses, grievance procedure, and the savings clause. (SW)

ED 257 387 HE 018 442

Collective Bargaining Agreement: Kent State University and the United Faculty Professional Association [August 19, 1984-September 16, 1987].

American Association of Univ. Professors, Washington, D.C.; Kent State Univ., Ohio; United Faculty Professional Association.

Pub Date—19 Aug 84

Note—84p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Rank (Professional), Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Deans, Department Heads, \*Employment Practices, Faculty Promotion, Faculty Workload, Governance, Grievance Procedures, Higher Education, Personnel Policy, Reduction in Force, Retrenchment, \*State Universities, Teacher Employment Benefits, Teacher Salaries, Tenure

Identifiers—\*AAUP Contracts, American Association of University Professors, \*Kent State University OH, Union Rights

The collective bargaining agreement between Kent State University and the United Faculty Professional Association covering the period August 19, 1984-September 16, 1987 is presented. The association is a chapter (810 members) of the American Association of University Professors (AAUP). Items covered in the agreement include: recognition of the association and dues deduction, management rights, governance, grievance and appeals procedure, sanctions for cause, faculty workload, retrenchment, promotion and tenure, salaries and benefits, no strike/lockout, association rights, and notification of nonreappointment and resignation. Appendices provide: information on university policy on faculty promotion, tenure, and teaching; a fall 1984 overload and summer salary schedule by rank; statements of negotiation and decertification procedures; and an amendment effective August 21, 1983 that covers salaries and benefits. (SW)

ED 257 388 HE 018 443

Collective Bargaining Agreement between Lincoln University of the Commonwealth System of Higher Education and Lincoln University Chapter of the American Association of University Professors, September 1, 1984 to August 31, 1986.

American Association of Univ. Professors, Washington, D.C.; Lincoln Univ., Pa.

Pub Date—1 Sep 84

Note—49p.; Portions of appendices contain small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Department Heads, \*Employment Practices, Faculty Promotion, Faculty Workload, Governance, Grievance Procedures, Higher Education, Leaves of Absence,

Librarians, Personnel Policy, \*Private Colleges, Retrenchment, Teacher Employment Benefits, Teacher Salaries, Tenure, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, \*Lincoln University PA, Personnel Files, Union Rights

The collective bargaining agreement between Lincoln University of the Commonwealth System of Higher Education and Lincoln University Chapter (70 members) of the American Association of University Professors (AAUP) covering the period September 1, 1984-August 31, 1986 is presented. Items covered in the agreement include: definitions and recognition of AAUP; university administration, chapter service items, governance, no discrimination, personnel files, no strike/lockout, academic freedom, academic tenure, standards and procedures, workload, grievance procedure, faculty retrenchment, librarians, and legislative action. Appendices include: additional understandings reached concerning faculty housing and salary payments; a salary deduction authorization form; and by-laws of the agreement covering the faculty, departments and divisions of study, instructional faculty appointment and promotion, faculty severance, academic freedom, and leaves of absence. (SW)

ED 257 389 HE 018 444

Agreement between the Administration of Marymount College, Tarrytown, New York and the Marymount College Chapter of the American Association of University Professors, September 1, 1984-August 31, 1986.

American Association of Univ. Professors, Washington, D.C.; Marymount Coll., Tarrytown, NY.

Pub Date—1 Sep 84

Note—43p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, \*Early Retirement, Educational Planning, Employment Practices, Faculty Workload, Fringe Benefits, Grievance Procedures, Higher Education, Leaves of Absence, Long Range Planning, Personnel Policy, \*Private Colleges, Retrenchment, Teacher Employment Benefits, Teacher Retirement, Teacher Salaries, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, Bylaws, Dues Checkoff, Financial Exigency, \*Marymount College NY, Personnel Files, Union Rights

The collective bargaining agreement between the Marymount College Administration and the Marymount College Chapter (55 members) of the American Association of University Professors (AAUP) covering the period September 1, 1984-August 31, 1986 is presented. Items covered in the agreement include: definitions and recognition of AAUP; nondiscrimination, grievance and arbitration procedures, no strike/lockout, information to AAUP and participation in AAUP activities, dues checkoff, AAUP use of college facilities and services, faculty personnel files, salary, fringe benefits, leaves of absence, statutes, campus facilities, academic year/calendar and workload, financial exigency, interest succession, duty to provide notice and bargain, separability, past practices, minimum terms, ratification, and distribution of agreement. Appended is the faculty early retirement incentive plan, which covers the effective date, eligibility, entry date, amount of incentive payments, form and duration of incentive payments, health and life insurance, educational benefits and privileges, and administration of the plan. (SW)

ED 257 390 HE 018 445

Agreement between the University of Medicine and Dentistry of New Jersey and the Council of Chapters of the American Association of University Professors, July 1, 1983 to June 30, 1986.

American Association of Univ. Professors, Washington, D.C.; New Jersey Univ. of Medicine and Dentistry, Piscataway; Rutgers, The State Univ., New Brunswick, N.J. School of Medicine.

Pub Date—1 Jul 83

Note—37p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, \*Dental Schools, Employment Practices, Faculty Development, Fringe Benefits, Graduate Study, Grievance Procedures, Higher Education, Insurance, Leaves of

Absence, Medical School Faculty, \*Medical Schools, Osteopathy, Patents, Personnel Policy, State Universities, Teacher Employment Benefits, Teacher Salaries, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, Bylaws, Personnel Files, Rutgers the State University New Brunswick NJ, Union Rights, \*University of Medicine and Dentistry of New Jersey

The collective bargaining agreement between the University of Medicine and Dentistry of New Jersey and the Council of Chapters (690 members) of the American Association of University Professors (AAUP) covering the period July 1, 1983-June 30, 1986 is presented. The agreement covers the New Jersey Medical School, New Jersey Dental School, Rutgers Medical School, the Graduate School of Biomedical Sciences, and the School of Osteopathic Medicine. Items covered in the agreement include: definitions and recognition of AAUP, policy statements, permanent personnel files, grievance procedure, management responsibilities, association rights, salary scales and adjustments, fringe benefits, faculty travel, professional development, retirement, distribution of overall course schedules, car registration fees, the negotiation procedure and future agreements, availability of contracts, conformity to law, and rules governing working conditions. Fringe benefits include vacation, health benefits program, prescription drug program, eye and dental care program, alternate benefit plan, and deferred compensation plan. (SW)

ED 257 391 HE 018 446

Agreement between Monmouth College and the Faculty Association of Monmouth College, July 1, 1983-June 30, 1985.

American Association of Univ. Professors, Washington, D.C.; Monmouth Coll., West Long Branch, NJ.

Pub Date—1 Jul 83

Note—72p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Rank (Professional), Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, \*Employment Practices, Faculty Development, Faculty Promotion, Fringe Benefits, Grievance Procedures, Higher Education, Leaves of Absence, Personnel Policy, \*Private Colleges, Reduction in Force, Teacher Dismissal, Teacher Employment Benefits, Teacher Retirement, Teacher Salaries, Tenure, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, \*Monmouth College NJ, Personnel Files, Tuition Benefit Programs, Union Rights

The collective bargaining agreement between Monmouth College and the Monmouth College Faculty Association covering the period July 1, 1983-June 30, 1985 is presented. The 130 member chapter is affiliated with the American Association of University Professors (AAUP). Items covered in the agreement include: recognition of AAUP; academic rank; equal employment, affirmative action, and nondiscrimination; academic freedom; procedures in regard to initial appointment, continuance, tenure, and promotion; dismissal for adequate cause; grievance and arbitration; faculty reduction; teaching load, scheduling, research, consulting, and off-campus activities; salary, compensation for summer school and for small classes; hospital and medical insurance; disability insurance; group life insurance; retirement plan; tuition benefits; grant-in-aid-of-creativity; mini-sabbatical grant program; travel allowances; faculty improvement fund loans; course load reductions; leaves of absence without pay; sabbatical leaves; dues deduction; personnel files; association rights, privileges, and obligations; management prerogative; and no strike clause. Appendices include a 1983-1985 salary schedule and letters of understanding concerning tenure, retirement, retraining, faculty career change, reassignment, incentive pay and travel schedules. (SW)

ED 257 392 HE 018 447

[Agreement between Montgomery County Community College Board of Trustees and Montgomery College Chapter of the American Association of University Professors, June 1, 1982-August 15, 1985].

American Association of Univ. Professors, Washington, D.C.; Montgomery Coll., Rockville, Md.

Pub Date—1 Jun 82

Note—52p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Community Colleges, \*Contracts, Employment Practices, Faculty Development, Faculty Promotion, Grievance Procedures, Higher Education, Leaves of Absence, Librarians, Personnel Policy, Reduction in Force, School Counselors, State Colleges, Teacher Dismissal, Teacher Employment Benefits, Teacher Salaries, Tenure

Identifiers—\*AAUP Contracts, American Association of University Professors, Disability Payments, \*Montgomery College MD, Noninstructional Staff, Public Colleges, Tuition Benefit Programs, Union Rights

The collective bargaining agreement between Montgomery Community College Board of Trustees and the Montgomery College Chapter (370 members) of the American Association of University Professors (AAUP) covering the period June 1, 1982-August 15, 1985 is presented. Items covered in the agreement include: definitions and recognition of AAUP; management functions; grievance procedure; faculty appointments; tenure; procedure for faculty discharge for just cause; reduction in force; professional responsibilities of teaching faculty; counselors, librarians, and learning resources faculty; equivalent semester hours for lecture and nonlecture components; leaves of absence for illness or disability, court attendance, military service, bereavement, and professional meeting attendance; sabbatical leave; extended leave without pay; personal leave; disability benefits and payments; chapter rights; faculty salary and increases for academic year and summer session; salary and increases for counselors, librarians, and learning resources faculty; group insurance; educational assistance program; faculty development program; and no strike/lockout. (SW)

ED 257 393

HE 018 448

Agreement: The Board of Regents of the University of Nebraska and the University of Nebraska at Omaha Chapter, American Association of University Professors, July 1, 1983 through June 30, 1985.

American Association of Univ. Professors, Washington, D.C.; Nebraska Univ., Omaha.

Pub Date—1 Jul 83

Note—47p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Freedom, Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Department Heads, Employment Practices, Faculty Evaluation, Faculty Promotion, Faculty Workload, Fringe Benefits, Grievance Procedures, Higher Education, Leaves of Absence, Personnel Policy, State Universities, Teacher Employment Benefits, Teacher Salaries, Tenure, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, Faculty Reappointment, Personnel Files, Union Rights, \*University of Nebraska Omaha

The collective bargaining agreement between University of Nebraska Board of Regents and the University of Nebraska at Omaha Chapter (410 members) of the American Association of University Professors (AAUP) covering the period July 1, 1983-June 30, 1985 is presented. Items covered in the agreement include: definitions and recognition of AAUP; academic work environment, services, facilities, and workload; academic freedom and professional responsibility; faculty appointments; appointment and review of department chairs; evaluation of performance; reappointment, promotion, and granting of continuous appointment; termination of a primary appointment; nondiscrimination; personnel files; periodic professional leave, professional leaves without pay, personal leave, disability leaves, administrative leave with pay, and vacation leave; base salary and salary increases; fringe benefits; ratification and renegotiation; provisions for meeting and conferring; minimum terms; interest succession; provision of AAUP member roster; dues deduction; grievance and arbitration procedures; separability; management rights; and no strike/lockout. Forms for filing a grievance/request for review of decision are appended. (SW)

ED 257 394

HE 018 449

Agreement entered into between New York Institute of Technology and the Council of Metropolitan and Old Westbury Chapters of the American Association of University Professors at the New York Institute of Technology, September 1, 1983 until August 31, 1986.

American Association of Univ. Professors, Washington, D.C.; New York Inst. of Tech., Old Westbury.

Pub Date—1 Sep 83

Note—35p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Rank (Professional), Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, \*Employment Practices, Faculty Promotion, Fringe Benefits, Grievance Procedures, Higher Education, Insurance, Leaves of Absence, Personnel Policy, \*Private Colleges, Reduction in Force, Teacher Employment Benefits, Teacher Retirement, Teacher Salaries, Tenure, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, Disability Payments, Faculty Reappointment, \*New York Institute of Technology, Tuition Benefit Programs, Union Rights

The collective bargaining agreement between New York Institute of Technology and the Council of Metropolitan and Old Westbury chapters (220 members) of the American Association of University Professors (AAUP) covering the period September 1, 1983-August 31, 1986 is presented. Items covered in the agreement include: definitions and recognition of AAUP; Institute rights, AAUP rights; deduction of professional dues, fees, and assessments; guarantee of rights; salaries; sick leave, emergency leave; maternity leave, jury duty, military service; holidays; sabbatical leaves; tuition remission; medical, disability, and life insurance; unemployment insurance; retirement plan; disability benefits; participation; correlation of academic staff job classification with equivalent faculty ranks; academic criteria for appointment and promotion; procedures for appointment, reappointment, and promotion; academic freedom and tenure; reduction in force; academic senate; academic organization; grievance and arbitration procedures; work or business interruption; exchange of information; faculty resignations; and separability. (SW)

ED 257 395

HE 018 450

Agreement between Board of Control, Northern Michigan University, and American Association of University Professors, Northern Michigan University Chapter, July 1, 1984-June 30, 1987.

American Association of Univ. Professors, Washington, D.C.; Northern Michigan Univ., Marquette.

Pub Date—1 Jul 84

Note—80p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, College Governing Councils, \*Contracts, Employment Practices, Faculty Evaluation, Faculty Promotion, \*Grievance Procedures, Higher Education, Leaves of Absence, Non Instructional Responsibility, Personnel Policy, Records (Forms), Retrenchment, \*State Universities, Teacher Employment Benefits, Teacher Participation, Teacher Responsibility, Teacher Salaries, Tenure

Identifiers—\*AAUP Contracts, American Association of University Professors, Dues Checkoff, \*Northern Michigan University, Union Rights

The collective bargaining agreement between Northern Michigan University Board of Control and Northern Michigan University Chapter (280 members) of the American Association of University Professors (AAUP) covering the period July 1, 1984-June 30, 1987 is presented. Items covered in the agreement include: definitions and recognition of AAUP; nondiscrimination information; separability; minimum requirements; negotiations; AAUP use of facilities and services; agency shop; dues or service fees checkoff; faculty orientation week; no strike/lockout; faculty participation in departmental, school, and university affairs; the academic senate; grievance procedures; academic appointments; faculty evaluation; tenure and promotion policy; professional and instructional responsibilities; academic advising, registration, and student consulta-

tion responsibilities; academic freedom; professional development; consultant and outside activities; professional accomplishments; leaves of absence; sabbatical leaves; disability; hospitalization; child care; salary and increases; compensation for additional on-campus assignments; spring and summer session salary; life insurance and insurance for medical, disability, general liability, and travel; retirement; bookstore discount; tuition scholarships; and discipline and dismissal. A faculty evaluation form is appended. (SW)

ED 257 396

HE 018 451

Faculty Agreement 1983-1985: Oakland University and the Oakland University Chapter of the American Association of University Professors, American Association of Univ. Professors, Washington, D.C.; Oakland Univ., Rochester, Mich.

Pub Date—1 Mar 83

Note—103p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Department Heads, \*Early Retirement, Employment Practices, Faculty Evaluation, Faculty Promotion, Grievance Procedures, Higher Education, Leaves of Absence, Personnel Policy, Reduction in Force, Released Time, Retraining, \*State Universities, Teacher Employment Benefits, Teacher Retirement, Teacher Salaries, Tenure

Identifiers—\*AAUP Contracts, American Association of University Professors, Faculty Reappointment, \*Oakland University MI, Personnel Files, Tuition Benefit Programs, Union Rights

The collective bargaining agreement between Oakland University and the Oakland University Chapter (370 members) of the American Association of University Professors (AAUP) covering the period March 1, 1983-August 14, 1985 is presented. Items covered in the agreement include: definitions and recognition of AAUP; work of the bargaining unit; association rights; university management; employment procedures; appointment of department chairs; review of instructors and assistant and associate professors; faculty reemployment and promotion; tenure review; tenured faculty promotion review; review of special faculty and faculty on layoff; layoff and recall; discipline and discharge; professional responsibilities and outside employment; salary for faculty, department chairs, and coordinators; spring and summer pay; fall/winter off-campus overload pay; visiting faculty; special lecturers; faculty salary payment option; insurance for medical, dental, life, accident, accidental death and dismemberment, professional liability, long-term disability; course enrollment; retirement base plan and supplemental annuities; reemployment of retired employees; retirement incentive plan; reduced work schedule prior to retirement; faculty travel; leaves with/without pay; faculty retraining; academic librarians; work or business interruption; grievance procedures; guarantee of rights; access to personnel files; past practices; university calendar; provisions for meetings; interest succession; agreement construction; separability; employee conditions; availability of faculty benefit information; minimum terms; amendment; and exchange of information. Letters of agreement are appended, along with data on salary levels and pay area factors, student-faculty ratio calculation, and research funds. (SW)

ED 257 397

HE 018 452

Collective Bargaining Agreement between Portland State University Chapter, American Association of University Professors, and Portland State University [July 1, 1983-June 30, 1985].

American Association of Univ. Professors, Washington, D.C.; Portland State Univ., Oreg.

Pub Date—1 Jul 83

Note—45p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Freedom, Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, \*Employment Practices, Faculty Promotion, Governance, Grievance Procedures, Higher Education, Insurance, Leaves of Absence, Peer Evaluation, Personnel Policy, Records (Forms), \*Released Time, Retrenchment, State Universities, Teacher Employment Benefits, Teacher Salaries, Tenure, Unions

Identifiers—\*AAUP Contracts, American Associa-

tion of University Professors, Faculty Reappointment, Financial Exigency, Personnel Files.  
 \*Portland State University OR, Union Rights  
 The collective bargaining agreement between Portland State University and Portland State University Chapter (530 members) of the American Association of University Professors (AAUP) covering the period July 1, 1983-June 30, 1985 is presented. Items covered in the agreement include: definitions and recognition of AAUP, AAUP rights, exchange of information, dues deduction, consultation, fair share, academic freedom and governance, promotion and tenure, rotating professorships, nondiscrimination, institutional career support and peer review, past practices, reserved rights of the university, progressive sanctions, grievances, arbitration, resolution of disputes, retrenchment, retrenchment hearings, salary, health and dental insurance, committee on salary anomalies, sabbatical leaves, parking, outside employment, notices and communications, indemnification, strikes and lockouts, separability, totality of agreement, and negotiation of successor agreement. Appendices include: a statement of conscientious objection form, a grievance form, a grievance request for review form, a notice of intent to arbitrate, and memoranda of understanding. (SW)

**ED 257 398 HE 018 453**  
**Agreement between the City University of New York and the Professional Staff Congress, City University of New York, September 1, 1982-August 31, 1984.**

American Association of Univ. Professors, Washington, D.C.; City Univ. of New York, N.Y.; Professional Staff Congress of the City Univ. of New York, N.Y.

Pub Date—1 Sep 82

Note—13p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Rank (Professional), Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Employment Practices, Faculty Evaluation, Faculty Promotion, Faculty Workload, Fellowships, Grievance Procedures, Higher Education, Law Schools, Leaves of Absence, Personnel Policy, Released Time, \*Salaries, \*State Universities, Teacher Discipline, Teacher Employment Benefits, Teacher Retirement, Tenure  
 Identifiers—\*AAUP Contracts, American Association of University Professors, \*City University of New York, Dues Checkoff, Faculty Reappointment, Personnel Files, Tuition Benefit Programs, Union Rights

The collective bargaining agreement between the City University of New York (CUNY) and the Professional Staff Congress of City University of New York covering the period September 1, 1982-August 31, 1984 is presented. The chapter, which has 9,200 members (including part-timers), is affiliated with the American Association of University Professors (AAUP). Items covered in the agreement include: definitions and AAUP recognition; university-union relationships; unit stability; dues check-off and agency shop; information and data provided by the university to the union; released time for handling of grievances and implementation of the agreement; union use of facilities; nondiscrimination; appointment and reappointment; classification of titles (e.g., lecturer, graduate assistant); certificate of continuous employment; multiple year appointments for business manager and higher education officer; leaves and holidays; workload; temporary disability or parental leave; jury duty; professional evaluation; personnel files; complaint, grievance, and arbitration procedure; disciplinary actions; increased promotional opportunities; distinguished professorships; salaries; research fellowship and scholar incentive awards; welfare benefits; retirement; travel allowances; waiver of tuition fees; facilities and services; rehiring of persons who are discontinued; discontinuances; faculty development; CUNY Law School; no strike pledge; continuing education; and Educational Opportunity Centers. Salary schedules for 30 categories of instructional and professional staff are included. (SW)

**ED 257 399 HE 018 454**  
**Collective Bargaining Agreement 1985-1987 between Regis College and the Regis College Chapter of the American Association of University Professors.**

American Association of Univ. Professors, Washington, D.C.; Regis Coll., Denver, Colo.

Pub Date—Aug 85

Note—28p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Rank (Professional), Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Employment Practices, Grievance Procedures, Higher Education, Insurance, Librarians, Personnel Policy, \*Private Colleges, Retirement Benefits, Summer Programs, Teacher Administrator Relationship, Teacher Dismissal, Teacher Employment Benefits, \*Teacher Salaries, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, Disability Payments, \*Regis College CO, Tuition Benefit Programs

The collective bargaining agreement between Regis College and the Regis College Chapter (50 members) of the American Association of University Professors (AAUP) covering the period August 1985-August 1987 is presented. Items covered in the agreement include: definitions and AAUP recognition; faculty-administration relationships; stipends for special lecturers for the regular academic year; summer school compensation; class cancellation policy; full-time faculty and librarian retirement benefits; health and life insurance; long-term and short-term disability; employee tuition grant; doctoral degree assistance; review and grievance procedures; dismissal; termination for prolonged mental or physical illness; arbitration; and provisions for contract revision and length of contract. Included are the 1985-1986 and 1986-1987 salary schedules for instructor (master's level), assistant professor (master's level), assistant professor (doctoral level), associate professor, and professor. (SW)

**ED 257 400 HE 018 455**  
**Agreement between Rhode Island Board of Governors and University of Rhode Island Chapter, American Association of University Professors, 1983-1985.**

American Association of Univ. Professors, Washington, D.C.; Rhode Island Univ., Kingston.

Pub Date—83

Note—43p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Department Heads, \*Employment Practices, Faculty Evaluation, Faculty Promotion, Faculty Workload, Fringe Benefits, Grievance Procedures, Higher Education, Leaves of Absence, Personnel Policy, Retrenchment, \*State Universities, Summer Programs, Teacher Employment Benefits, Teacher Salaries, Tenure, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, Tuition Benefit Programs, \*University of Rhode Island

The collective bargaining agreement between Rhode Island Board of Governors and University of Rhode Island Chapter (710 members) of the American Association of University Professors (AAUP) covering the period July 1, 1983-June 30, 1985 is presented. Items covered in the agreement include: definitions and AAUP recognition, management rights, nondiscrimination clause, the university manual, consultation with the president and commissioner, membership lists, academic freedom, department chairs, selection of deans, selection and appointment of faculty, workload, salaries, medical insurance, life and disability insurance, teacher retirement, tuition benefits, annual faculty review, the promotion process, nonrenewal, tenure principles, tenure eligibility, leaves, outside consultation, retrenchment, grievance procedure, dues deduction, alteration of agreement, no strikes/lockouts, savings clause, and termination of the agreement. Appendices include: 1983-1984 and 1984-1985 minimum and maximum faculty salaries by rank, policy on exceptional salary increases, department chair's supplement, 1984 and 1985 summer session assignments and compensation, definition and provisions for "limited" full-time faculty, and the college of continuing education assignments and compensation. (SW)

**ED 257 401 HE 018 456**  
**Agreement 1982-1985 between Rider College and the Rider College Chapter of the American Association of University Professors.**

American Association of Univ. Professors, Wash-

ington, D.C.; Rider Coll., Trenton, N.J.

Pub Date—1 Sep 82

Note—119p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Department Heads, Employment Practices, Faculty Promotion, Faculty Workload, Grievance Procedures, Higher Education, Job Layoff, Leaves of Absence, Librarians, Participative Decision Making, Part Time Faculty, Personnel Policy, Physical Education Teachers, \*Private Colleges, Teacher Employment Benefits, Teacher Salaries, Tenure

Identifiers—\*AAUP Contracts, American Association of University Professors, Faculty Reappointment, Personnel Files, \*Rider College NJ, Union Rights

The collective bargaining agreement between Rider College and the Rider College Chapter (295 members) of the American Association of University Professors (AAUP) covering the period September 1, 1982-August 31, 1985 is presented. Items covered in the agreement include: definitions and AAUP recognition; nondiscrimination; affirmative action; academic freedom; union privileges; appointments; faculty voice in academic elements of hiring; promotion and tenure; dismissal and suspension; annual reappointment and nonreappointment of nontenured unit members; department chairs; academic governance; personnel files; layoff; librarians; professional athletic staff; part-time faculty union members and seniority protection for those teaching more than half load; evaluation; past practices; management rights; agency rights; grievance and arbitration procedure; no strikes/lockouts; general work conditions; open classroom; workload; outside employment; patent policy; sick leave; research and enrichment; compensation and fringe benefits; retirement age and retirement benefits; separability; future negotiations; and enforceability. Each school within the university is represented by an academic policy committee composed of faculty and students. These committees are responsible for oversight of degree requirements for each school, procedures regarding academic standing, and course proposal approval. (SW)

**ED 257 402 HE 018 457**  
**Agreement between Rutgers The State University of New Jersey and Rutgers Council of the American Association of University Professors, July 1, 1983-June 30, 1986.**

American Association of Univ. Professors, Washington, D.C.; Rutgers, The State Univ., New Brunswick, N.J.

Pub Date—1 Jul 83

Note—106p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Employment Practices, Faculty Promotion, Faculty Workload, Fringe Benefits, Graduate Students, Grievance Procedures, Higher Education, Leaves of Absence, Personnel Policy, \*State Universities, Teacher Employment Benefits, Teacher Salaries, Teaching Assistants, Tenure, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, Faculty Reappointment, Personnel Files, \*Rutgers The State University NJ, Union Dues, Union Rights

The collective bargaining agreement between Rutgers The State University of New Jersey and Rutgers Council of Chapters of the American Association of University Professors (AAUP) covering the period July 1, 1983-June 30, 1986 is presented. The agreement covers 3,660 members, including graduate assistants. Items covered in the agreement include: AAUP recognition, academic freedom, nondiscrimination, professional dues deduction, representation fee, designation of AAUP representatives and their privileges, salary provisions, promotional salary adjustments, grievance and arbitration procedures, grievance procedures for faculty and teaching assistants/graduate assistants, reappointment and workload for teaching assistants/graduate assistants, faculty promotion and reappointment, professional duties, infant care leave and disability resulting from pregnancy, leave of absence without pay, personnel files, health and safety, university procedures, conditions of employment, out-of-cycle salary adjustments, and notice of change of promotional criteria and standards. Appendices include: a



list of academic titles covered by AAUP agreement; 1983, 1984, and 1985 salary schedules by rank and steps; and a statement of procedures for the Supplemental Salary Adjustment Program. (SW)

#### ED 257 403 HE 018 458

Agreement between the Administration of St. John's University, New York and the St. John's Chapter of the American Association of University Professors-Faculty Association at St. John's University, 1982-1985.

American Association of Univ. Professors, Washington, D.C.; Saint John's Univ., Jamaica, N.Y. Pub Date—1 Jul 82

Note—60p.

Pub Type— Legal/Legislative/Regulatory Materials (090)

#### EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Department Heads, \*Employment Practices, Faculty Promotion, Faculty Workload, Fringe Benefits, Grievance Procedures, Higher Education, Leaves of Absence, Librarians, Personnel Policy, \*Private Colleges, Reduction in Force, Released Time, Teacher Employment Benefits, Teacher Retirement, Teacher Salaries, Tenure, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, Personnel Files, Program Discontinuation, \*Saint John's University NY, Union Rights

The collective bargaining agreement between St. John's University, New York, and the St. John's Chapter (650 members) of the American Association of University Professors (AAUP) and the St. John's Faculty Association (FA) covering the period July 1, 1982-June 30, 1985 is presented. Items covered in the agreement include: AAUP recognition, relationship between the AAUP-FA and the administration, past practices, academic rank and qualifications, faculty appointments, academic freedom, tenure and promotion procedures, course load reductions for research, department chairs, teaching load and course scheduling, professional librarians and clinical pharmacy faculty, instructional preparations, aid for St. Vincent's College, reduced teaching load for members of AAUP-FA grievance committee, adjunct faculty, academic calendar, intercampus travel, personnel files, program reduction or elimination, retention of employment, union use of university facilities, secretarial and ancillary services, salaries, retirement annuity plan, medical and dental insurance, disability and group insurance, travel insurance, retirees' life insurance, tuition waiver, research leaves, disability and sick leaves, leaves of absence without pay, retirement, grievance and arbitration procedures, nondiscrimination, no strikes/lockouts, separability, and successor clause. Appendices include: the New York State Labor Relations Board Order and Certification of Representatives, and memoranda of understanding regarding the collective bargaining agreement. (SW)

#### ED 257 404 HE 018 459

Agreement between Long Island University and the Arnold & Marie Schwartz College of Pharmacy and Health Sciences, Long Island University Chapter of the American Association of University Professors, 1981-1986.

American Association of Univ. Professors, Washington, D.C.; Long Island Univ., Brooklyn, NY. Pub Date—81

Note—58p.

Pub Type— Legal/Legislative/Regulatory Materials (090)

#### EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Employment Practices, Faculty Evaluation, Faculty Promotion, Faculty Workload, Governance, Grievance Procedures, Higher Education, Insurance, Leaves of Absence, Peer Evaluation, Personnel Policy, \*Pharmaceutical Education, \*Private Colleges, Teacher Employment Benefits, Teacher Retirement, Teacher Salaries, Tenure, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, Dues Checkoff, Faculty Reappointment, \*Long Island University NY, Personnel Files, Tuition Benefit Programs, Union Rights

The collective bargaining agreement between Long Island University and the Arnold & Marie Schwartz College of Pharmacy and Health Sciences Chapter (50 members) of the American Association of University Professors (AAUP) covering the period November 1, 1981-November 1, 1986 is pres-

ented. Items covered in the agreement include: AAUP recognition, nondiscrimination, governance, peer evaluation faculty evaluation committees, personnel file, tenure, contractual employment, standards for notice of termination, workload, academic calendar and ceremonies, annual leave, termination for cause, management rights/union rights, reassignment of personnel, wages, retirement plan, retirement age, group life term insurance, tuition remission, death benefits to spouse, health insurance, total disability benefits plan, grievance and arbitration procedures, no strikes/lockouts, and university-union relationship. Appended are the October 1983 modification to the January 1982 agreement covering contractual employment, recall rights of contract employment faculty, discipline for cause, wages, dues checkoff, grievance procedure, and fringe benefits. (SW)

#### ED 257 405 HE 018 460

Agreement between Temple University of the Commonwealth System of Higher Education and the American Association of University Professors Temple Chapter, July 1, 1984-June 30, 1986.

American Association of Univ. Professors, Washington, D.C.; Temple Univ., Philadelphia, Pa. Pub Date—1 Jul 84

Note—87p.

Pub Type— Legal/Legislative/Regulatory Materials (090)

#### EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Department Heads, Employment Practices, Faculty Promotion, Faculty Workload, Fringe Benefits, Grievance Procedures, Higher Education, \*Job Layoff, Leaves of Absence, Librarians, Personnel Policy, \*State Universities, Teacher Employment Benefits, Teacher Retirement, Teacher Salaries, Tenure, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, Personnel Files, \*Temple University FA, Union Rights

The collective bargaining agreement between Temple University of the Commonwealth System of Higher Education and the Temple University Chapter (1,350 members) of the American Association of University Professors (AAUP) covering the period July 1, 1984-June 30, 1986 is presented. Items covered in the agreement include: definitions and AAUP recognition; no discrimination; affirmative action; rights of the university and the union; dues deduction; grievance and arbitration procedures; no strikes/lockouts; faculty promotion; tenure procedures; faculty termination; department chairs; appointment, promotion, and termination of librarians and academic professionals; workload; salary minima and increases; compensation for summer session or third academic semester; overload compensation; department chair compensation; merit pay for academic professionals; health and dental insurance; life insurance; sick and maternity leave; long-term disability; pension and early retirement; liability protection; tuition; leave of absence; vacation policy; study leaves; summer research awards; research bonus fund; personnel files; safety and health; maintenance of standards; meet and discuss conference; agreement construction; and savings clause. Appendices include information on: bases for promotion in the areas of teaching and scholarship or creative work, tenure eligibility and standards, and procedures for promotion and tenure. (SW)

#### ED 257 406 HE 018 461

Agreement between the Board of Trustees of Union County College and the Union County College Chapter of the American Association of University Professors, September 1, 1984-August 31, 1987.

American Association of Univ. Professors, Washington, D.C.; Union Coll., Cranford, N.J. Pub Date—1 Sep 84

Note—111p.

Pub Type— Legal/Legislative/Regulatory Materials (090)

#### EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, \*Employment Practices, Faculty Promotion, Faculty Workload, Grievance Procedures, Higher Education, Leaves of Absence, Librarians, Part Time Faculty, Personnel Policy, Private Colleges, Reduction in Force, Teacher Employment Benefits, Teacher Retirement, Teacher Salaries, Tenure, \*Two Year

Colleges, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, Faculty Reappointment, Personnel Files, \*Union County College NJ, Union Rights

The collective bargaining agreement between Union County College Board of Trustees and the Union County College Chapter (100 members) of the American Association of University Professors (AAUP) covering the period September 1, 1984-August 31, 1987 is presented. Items covered in the agreement include: definitions and AAUP recognition, chapter membership, dues and representation fees, guarantee of rights, board and chapter rights, academic rank, faculty responsibilities, appointment of part-time faculty and professional library staff, faculty reappointments and promotions, professional evaluation, faculty record file, tenure, faculty discipline, academic freedom, faculty members appointed to administrative positions, powers and organization of the faculty, departments, compensation, health and welfare benefits, outside employment, leaves of absence because of court appearance or illness/injury, professional leaves of absence, leaves of absence without pay, summer sessions, faculty workload, reduction in force and seniority, retirement, college calendar, general working conditions, grievance and arbitration, work or business interruption, exchange of information, separability, and interest succession. Appendices include memoranda of understanding concerning coordinators, sick day payout, and faculty equalization. (SW)

#### ED 257 407 HE 018 462

Agreement between Utica College of Syracuse University and American Association of University Professors Utica College Chapter, Expires August 31, 1987.

American Association of Univ. Professors, Washington, D.C.; Utica Coll., N.Y.

Pub Date—1 Sep 84

Note—41p.

Pub Type— Legal/Legislative/Regulatory Materials (090)

#### EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Advisory Committees, Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Employment Practices, Faculty Promotion, Faculty Workload, Fringe Benefits, Governance, Grievance Procedures, Higher Education, Leaves of Absence, Librarians, Personnel Policy, \*Private Colleges, Reduction in Force, Teacher Employment Benefits, Teacher Salaries, Tenure, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, Dues Checkoff, Personnel Files, Tuition Benefit Programs, \*Utica College NY

The collective bargaining agreement between Utica College of Syracuse University and the Utica College Chapter (95 members) of the American Association of University Professors (AAUP) covering the period September 1, 1984-August 31, 1987 is presented. Items covered in the agreement include: AAUP recognition, management rights, agreement subject to applicable law, nondiscrimination, academic freedom, governance, librarians, bargaining unit personnel files, professional and outside activities, working conditions, reduction in force, grievance procedure, strikes/lockouts, workload, salaries, group health and life insurance plans, remitted tuition, child dependent scholarships, retirement plan, union security, dues checkoff, and unit and administration meetings. The following functions of the faculty affairs committee are covered: promotion, tenure, emeritus status, and sabbatical leaves. Additional committees are discussed: executive committee, curriculum committee, academic standards committee, additions to the staff, hearing committee, and consultation. Appointments, promotion, reduction in staff, vacations, and leaves of absence for librarians are also covered. Salary schedules by faculty rank for 1984, 1985, and 1986 are included. (SW)

#### ED 257 408 HE 018 463

Agreement between Wayne State University and the Wayne State University Chapter of the American Association of University Professors, August 1, 1981 to July 31, 1983.

American Association of Univ. Professors, Washington, D.C.; Wayne State Univ., Detroit, Mich. Pub Date—1 Aug 81

Note—86p.

Pub Type— Legal/Legislative/Regulatory Materi-

als (090)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Advisory Committees, Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Employment Practices, Faculty Evaluation, Faculty Promotion, Faculty Workload, Fringe Benefits, Grievance Procedures, Higher Education, Job Layoff, Leaves of Absence, Part Time Faculty, Personnel Policy, \*State Universities, Teacher Employment Benefits, Teacher Retirement, Teacher Salaries, Tenure, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, Bylaws, Faculty Reappointment, Personnel Files, Tuition Benefit Programs, Union Rights, \*Wayne State University MI

The collective bargaining agreement between Wayne State University and the Wayne State University Chapter (1,460 members) of the American Association of University Professors (AAUP) covering the period August 1, 1981-July 31, 1983 is presented. Items covered in the agreement include: AAUP recognition, personnel classification, association rights and privileges, deduction of union dues and fees, past policies, nondiscrimination, no strike/lockout, layoff and recall procedures, participation in union activities, salary adjustments for 1981-1982 and 1982-1983, executive order reduction, salary schedules, recommended salaries for new bargaining unit members, medical and dental insurance, long-term disability income insurance, retirement program, life insurance, voluntary early retirement, vacations, holidays, leaves of absence with/without pay, professional leaves, maternity leaves of absence, fractional-time employees, administration of agreement, grievance procedure, selection advisory committees, validity, duration of agreement and cessation of bargaining, term appointments, tenure and promotion procedures, review of professional duties, personnel files, research awards and educational development grants, department and college by-laws, tuition assistance program, student evaluation of faculty teaching, university-wide committees, budget advisory committees, equal opportunity committee, and transfers between bargaining units. (SW)

ED 257 409

HE 018 464

**Agreement between Western Michigan University and the WMU Chapter of the American Association of University Professors for September 5, 1984-September 6, 1987.**

American Association of Univ. Professors, Washington, D.C.; Western Michigan Univ., Kalamazoo.

Pub Date—5 Sep 84

Note—86p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, \*Employment Practices, Faculty Evaluation, Faculty Promotion, Faculty Workload, Governance, Grievance Procedures, Higher Education, Leaves of Absence, Participative Decision Making, Personnel Policy, \*State Universities, Teacher Dismissal, Teacher Employment Benefits, Teacher Salaries, Tenure, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, Faculty Reappointment, Personnel Files, Tuition Benefit Programs, Union Rights, \*Western Michigan University

The collective bargaining agreement between Western Michigan University and the Western Michigan University Chapter (805 members) of the American Association of University Professors (AAUP) covering the period September 5, 1984-September 6, 1987 is presented. Items covered in the agreement include: definitions and AAUP recognition, management and union rights, past practices, union right to data, union access to facilities and services, board of trustees observer, agency shop, antidiscrimination and affirmative action, personnel files, grievance procedure, academic freedom and responsibility, faculty appointment and reappointment, nepotism, promotion policy and procedure, tenure policy, evaluation of faculty, faculty evaluation of academic administrators, faculty termination, dismissal and discipline for cause, faculty participation in departmental governance, layoff and recall, sabbatical leave policy, leaves of absence, additional employment, community service, compensation guidelines, economic compensation, faculty research and creative activities fund, faculty research travel fund, retirement, fringe bene-

fits, long range planning, university calendar, annual survey of faculty, faculty development policy, work of the unit and preference, patents and copyrights, no strike/lockout, waiver clause, savings provision, employee assistance program, and permanent interdepartmental transfer process. Appendices cover: rules of conduct, faculty senate, memorandum of understanding, tenure decisions, and arbitration panel. Letters of understanding are provided on alternate academic year appointments, compensation, evaluation of faculty, faculty participation in departmental governance, and tuition waiver. (SW)

ED 257 410

HE 018 465

**Agreement between Wilberforce University and Wilberforce University Faculty Association, Effective September 26, 1983 through August 31, 1986.**

American Association of Univ. Professors, Washington, D.C.; Wilberforce Univ., Ohio.

Pub Date—26 Sep 83

Note—38p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Employment Practices, Faculty Evaluation, Faculty Promotion, Faculty Workload, Grievance Procedures, Higher Education, Leaves of Absence, Librarians, Personnel Policy, \*Private Colleges, Retrenchment, Teacher Employment Benefits, Teacher Retirement, Teacher Salaries, Tenure, Unions

Identifiers—\*AAUP Contracts, American Association of University Professors, Dues Checkoff, Personnel Files, Tuition Benefit Programs, Union Rights, \*Wilberforce University OH

The collective bargaining agreement between Wilberforce University and the Wilberforce University Faculty Association Chapter (50 members) of the American Association of University Professors (AAUP) covering the period September 26, 1983-August 31, 1986 is presented. Items covered in the agreement include: AAUP recognition; dues checkoff; nondiscrimination; university rights; university governance; academic freedom; academic rank; tenure; division chairs and personnel procedures; personnel files; new appointments; promotion and tenure procedures; evaluation and professional development; termination; faculty retrenchment; academic responsibilities and workload; professional librarians, excluding the chief librarian; working conditions/support services; association privileges; sabbatical leaves; professional leaves; sick leaves; salary; retirement; term life insurance; total disability; medical insurance; accident insurance; workers compensation; tuition waivers; library privileges; grievance and arbitration; non-grievable articles; no strike/lockout; and separability. (SW)

ED 257 411

HE 018 596

**Adelman, Clifford Reuben, Elaine. Starting with Students: Promising Approaches in American Higher Education.**

National Commission on Excellence in Education (ED), Washington, DC; National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 84

Note—138p.; Prepared from materials submitted to the National Commission on Excellence in Education. Presented to the Study Group on the Conditions of Excellence in American Higher Education. For related documents, see ED 237 051 and ED 255 169.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Academic Persistence, \*Articulation (Education), College English, College Freshmen, \*College Programs, College School Cooperation, \*College Science, Continuing Education, Developmental Studies Programs, \*Education Work Relationship, Extension Education, General Education, Higher Education, Honors Curriculum, Language Skills, \*Liberal Arts, Nonmajors, School Business Relationship, School Schedules, Scientific Literacy, \*Student Evaluation

Identifiers—\*Excellence in Education, Involvement in Learning, National Commission on Excellence in Education, Writing Across the Curriculum

Based on searches by the National Commission on Excellence in Education for notable programs, practices, and goals in American postsecondary education, efforts at 120 postsecondary institutions

are described. The descriptions are grouped, with each group preceded by a short introductory essay. The following topics are covered by the essays: the transition from secondary to postsecondary education and school/college cooperation; the freshman year; retention and academic work; competing models of general/liberal education; the reconciliation of liberal arts and career education; scientific and technological literacy for the nonscience major; language-expanding personal space; postsecondary honors programs; academic time-calendars of institutions and individuals; joint ventures of colleges and employers/worker education; and assessment. Under the topic of transition from secondary to postsecondary education, the following subtopics are covered: the reallocation of academic time and content, the raising of expectations through outreach and recruitment, and the exchange and development of academic personnel. Appended are: (1) a list of types of programs/approaches of interest to the National Commission; and (2) guidelines for schools in preparing the program profile. (SW)

## IR

ED 257 412

IR 011 586

McCron, Robin

**New Technologies-New Opportunities? The Potential of Cable in Education and Social Action Broadcasting. Media Project Information.**

Volunteer Centre, Berkhamsted (England).

Pub Date—Sep 83

Note—15p.; An updated version of a paper presented at the Annual Conference of the Educational Television Association (York, England, April 11-14, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cable Television, \*Educational Television, Foreign Countries, Legislation, \*Policy Formation, \*Programming (Broadcast), \*Social Action, Technological Advancement, Technology Transfer

Identifiers—\*United Kingdom

This paper addresses the implications for education and social action broadcasting of proposals for the expansion of cable television contained in two British Government reports: "A Report of the Inquiry into Cable Expansion and Broadcasting Policy" (the Hunt Report) and a white paper, "The Development of Cable Systems and Services." Historical perspectives on cable television are offered and it is noted that neither cable technology nor the competition between "wired" and "wireless" broadcasting methods is new. Economic, political, social, technical, and financial issues in the development of cable television are examined. Examples of prior approaches to educational broadcasting are discussed, as well as the framework for cable legislation included in the government reports. The potential and actual implications of cable for education and social action broadcasting are analyzed, and suggestions for action are offered. It is concluded that, for cable television to have any educational impact, the broader context of the audience and audience needs must be considered. Twelve references are cited in notes. (LMM)

ED 257 413

IR 011 598

**Development Communication Report, Winter 1985, No. 48.**

Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.

Pub Date—85

Note—13p.

Journal Cit—Development Communication Report; n48 Win 1985

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Audiovisual Aids, \*Developing Nations, Educational Radio, Health Education, \*Instructional Materials, \*Rural Development, \*Telecommunications

Identifiers—Africa, Alaska, Dominican Republic, Ecuador, Participatory Evaluation, Peru

This newsletter discusses development projects in developing nations, including the Dominican Republic, Ecuador, and Peru. The following major articles are included: (1) "Radio Santa Maria: A Case Study of Participatory Evaluation" (John K. Mayo,

Charles B. Green, and Miguel E. Vargas); (2) "Instruction by Audio Conference: An Alaskan Example" (Coppie Green); (3) "Spreading Good Ideas: Adapting Illustrated Materials" (Joan Haffey and Ann Jimerson); (4) "Interactive Radio in the Classroom: Ten Years of Proven Success" (Maurice Imhoff); (5) "The Measure, the Problem: Communication at Work in Ecuador" (Reynaldo Pareja); (6) "Message from Puno: Radio Onda Azul" (Jane Duran); (7) "Training African Communicators: A Message to Media Trainers"; and (8) "Improving Worldwide Telecommunications: The Maitland Commission Report." Reviews of recent publications and announcements of development-related conferences, grant awards, and courses are included. (LMM)

#### ED 257 414

IR 011 599

Burrowes, Sharon. *Burrowes, Ted*  
Improving CAI in BASIC.  
International Council for Computers in Education,  
Eugene, Ore.  
Report No.—ISBN-0-924667-08-7  
Pub Date—85

Note—91p.

Available from—International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923 (1-4 copies \$6.00 each, 5+ copies \$5.40 each).

Pub Type—Guides—Non-Classroom (055)—Computer Programs (01)

EDRS Price—MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Authoring Aids (Programing), \*Computer Assisted Instruction, Courseware, \*Design Requirements, \*Epistemology, \*Instructional Design, \*Production Techniques, \*Programing, Programing Languages, Responses

Identifiers—BASIC Programing Language

This booklet is designed to help users understand the skills and concepts needed to develop effective computer assisted instruction (CAI) programs in any computer language and to polish and extend BASIC language programming skills. It assumes some idea of CAI and some BASIC programming (but not fluency), and can be used for self-study, in a workshop, or as a text in a computer education course. Examples are written in Applesoft BASIC programming language, with footnotes assisting for other BASIC dialects. An introductory chapter establishes the context for the rest of the booklet, and the second chapter gives an overview of the ways in which traditional learning theory interrelates with the writing of CAI. Each of the remaining chapters deals with a factor that should be considered when writing CAI, including controlling the screen, checking answers, user control, providing appropriate tasks—controlling randomization, rewards, and response verification. Appendices include a computer literacy review program, "case" structure for multiple tries, multiple re-asking in response to wrong answers, a music routine, and an approximately timed input interrupt routine. (LMM)

#### ED 257 415

IR 011 600

Sleeman, D. Gong, Brian  
From Clinical Interviews to Policy Recommendations: A Case Study in High School Computer Programming. Study of Stanford and the Schools Technology Panel.

Stanford Univ., Calif. School of Education.  
Pub Date—Mar 85

Note—7p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Computers, \*Computer Science Education, \*Computer Software, Error Patterns, Interviews, \*Programing, \*Programing Languages, Secondary Education, Syntax

Identifiers—\*Debugging (Computers), Misconceptions, \*PASCAL Programing Language

In order to determine the knowledge and skills needed by novice programmers to successfully learn computer programming, four studies were conducted using a clinical interview technique. The first study determined that many systematic errors in programming were due to programmers' high-level misconceptions of the nature of the computer and of the syntax and semantics of the programming language. The second study found that many misconceptions could be remediated effectively through a combination of (1) explicit training about the syntax and semantics of specific constructions in the programming language, (2) requiring learners to predict outcomes of short programs, and (3) providing students with interactive computer feedback. The third

study examined methods used by high school teachers in computer programming instruction, and the fourth considered students' use of their existing knowledge. Findings indicate that, when Pascal programming functions are embedded with other functions, the embedded functions are evaluated incorrectly by novice programmers more often than when they are evaluated in their unembedded form. Results suggest a lack of a standard curriculum at the high school level and weaknesses in high school courses and textbooks in their treatment of debugging. Four references are listed. (LMM)

#### ED 257 416

IR 011 601

Kasakow, Nancy McClurg, Pat  
Will the Integration of Media Projects into an Existing Language Arts Curriculum Affect Year-End Achievement? A Research Study.

Pub Date—Oct 84

Note—9p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Films, Filmstrips, \*Intermediate Grades, Language Arts, Learning Activities, Media Research, \*Reading Achievement, Slides, Statistical Analysis, Videotape Recordings

This study investigated the effect of the integration of media projects into an existing language arts curriculum on the year-end achievement of fifth and sixth grade students at the University of Wyoming laboratory school. During their communication arts block of language arts, reading, and literature, each student completed a minimum of four projects involving slide tape, video, filmstrip, and super eight film. Production work groups of one to eight students planned their productions and wrote the accompanying scripts. Achievement for both the experimental and the control groups was measured by the Metropolitan Achievement Test (1978 edition). The experimental group showed a significant increase in both reading and language arts achievement test scores; however, only the medium reading achievement experimental group showed a statistically significant increase in reading scores. The added time required for the media projects did not require the elimination of existing objectives. The use of media projects increased student interest and motivation as observed by the teachers involved, and reluctant learners became involved in language activities, especially reading, writing, and speaking. It was concluded that students gained valuable technical knowledge about media and greater understanding of the communications process. Five references are listed. (LMM)

#### ED 257 417

IR 011 603

Wagner, Shelley B. Kramer, Steven  
The Computer Supervisor: Your Next Administrative Hire.

Pub Date—[84]

Note—18p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Administrator Qualifications, \*Computer Assisted Instruction, \*Computer Oriented Programs, \*Computers, Interpersonal Competence, \*Program Development, Program Implementation

Identifiers—\*Computer Supervisors, Management Skills

Technical, interpersonal, and managerial skills are necessary in order to assume the responsibilities of a computer supervisor. Technical skills refer to computer proficiency and include an in-depth awareness of the methods and procedures needed to implement various facets of computer education in school settings, such as knowledge of computer hardware/software, knowledge of programming languages, awareness of computer organizations and consortia, awareness of computer literature and research, and knowledge of computer applications. Interpersonal skills, or the ability to work effectively and efficiently with other people on a one-to-one basis and in group settings, relate to effective communication, cultivation of resources, and community involvement. Managerial skills refer to the ability to direct and organize the computer curriculum into an educational reality. Skills in this area include staff supervision, curriculum development, budget planning and management, the ability to conduct program evaluation, and knowledge of

scheduling. This article lists six references. (LMM)

#### ED 257 418

IR 011 604

Fletcher, Richard K., Jr. Ruckman, Frank Jr.  
Dumpling Low and High Resolution Graphics on the Apple IIe Microcomputer System.

Pub Date—Jan 85

Note—9p.; Paper presented at the Annual Convention of the Alabama Council for Computer Education (Montgomery, AL, January 25-26, 1985).

Pub Type—Guides—General (050)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Computer Graphics, Illustrations, \*Input Output Devices, \*Microcomputers, \*Printing, Production Techniques

Identifiers—\*Apple IIe, Computer Printers, \*Computer Printouts

This paper discusses and outlines procedures for obtaining a hard copy of the graphic output of a microcomputer or "dumping a graphic" using the Apple Dot Matrix Printer with the Apple Parallel Interface Card, and the Imagewriter Printer with the Apple Super Serial Interface Card. Hardware configurations and instructions for high resolution and low resolution graphic dumps are specifically described for the following systems: Pkaso Interface Card with Apple Dot Matrix Printer (DMP) and Epson DMP; \*Fingerprint and Print-It Interface Cards; Apple Mouse with Mousepaint; Apple Parallel Interface and Apple DMP; and Apple Super Serial Interface and Imagewriter DMP. Special instructions are included for graphic dumps when using the operating system ProDOS rather than DOS (disk operating system) 3.3. Nine references are listed. (LMM)

#### ED 257 419

IR 011 605

Roe, Keith  
Video and Youth: New Patterns of Media Use.

Media Panel Report No. 18.

Lund Univ. (Sweden). Dept. of Sociology.

Pub Date—Dec 81

Note—45p.; For related documents, see IR 011

606-608.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adolescents, Children, Elementary Secondary Education, Foreign Countries, Mass Media Effects, \*Media Research, \*Technological Advancement, Television, \*Television Viewing, Use Studies, \*Videotape Cassettes, \*Videotape Recordings

Identifiers—\*Media Research Panel Project (Sweden), \*Sweden

This paper examines the developmental background of the video "revolution" and reviews the availability and use of video in Sweden in 1981. A summary and discussion of the results of various recently published studies of video use focuses on research by Hulten and Wachtmeister (1981) and Wall and Cederblad (1981). A summary is also provided of the findings of the third wave of the Media Panel research project, a longitudinal study of video use that began in 1975 with a panel of nursery children and parents in Malmo, Sweden, and primary children and parents in Vaxjo, Sweden. A discussion of study results relates video use to the variables of age, sex, social background, video viewing, and school performance. Reasons for video use and why it is demanding such a large place in the media environment are addressed in an analysis of the realistic possibilities created by its development. Three developmental sketches discuss the changing electronic media environment from 1945-1970, 1970-1985, and 1985 and beyond. Eight references are listed. (LMM)

#### ED 257 420

IR 011 606

Roe, Keith  
The Influence of Video Technology in Adolescence.

Media Panel Report No. 27.

Lund Univ. (Sweden). Dept. of Sociology.

Pub Date—Jun 83

Note—32p.; For related documents, see IR 011 605-608. Paper presented at the Conference of the Finnish Association for Mental Health (Helsinki, Finland, June 12-15, 1983).

Pub Type—Opinion Papers (120)—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Adolescents, Children, Elementary Secondary Education, Foreign Countries, Interviews, Mass Media Effects, \*Media Research, Television, \*Television Viewing, Use Studies, \*Videotape Cassettes, \*Videotape Recordings



Identifiers—\*Media Research Panel Project (Sweden), \*Sweden

This report provides a detailed analysis of the video use and preferences of Swedish adolescents based on data drawn from the Media Panel project, a three-wave, longitudinal research program on video use conducted at the Department of Sociology, The University of Lund, and the Department for Information Techniques, the University College of Växjö, Sweden. Data were gathered in 1982 through in-depth interviews with 46 ninth grade subjects from Växjö who had earlier indicated that they used video in questionnaire surveys in December 1980 and March 1981. The introduction to this paper discusses (1) whether individuals are uncritical, passive recipients of mass media messages, or (2) whether both individuals and social groups actively select and use media to achieve various gratifications. The subject group is then identified in its sociological context and the media content it uses, and an analysis covers the relationship of uses and preferences to the social groups' values and feelings. The discussion of results covers the extent of viewing and analyzes viewing habits according to age, sex, and social background. Quotations excerpted from the interviews illustrate various points. Forty references are listed. (LMM)

ED 257 421 IR 011 607

Roe, Keith Salomonsson, Karin

The Uses and Effects of Video Viewing among Swedish Adolescents. An Ethnographic Study of Adolescent Video Users. Media Panel Report No. 31.

Lund Univ. (Sweden). Dept. of Sociology.

Pub Date—Dec 83

Note—62p; For related documents, see IR 011 605-608.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Adolescents, Elementary Secondary Education, Foreign Countries, Mass Media Effects, \*Media Research, \*Technological Advancement, Television, \*Television Viewing, Use Studies, \*Videotape Cassettes, \*Videotape Recordings

Identifiers—\*Media Research Panel Project (Sweden), \*Sweden

This report is one in a series dealing with Swedish adolescents' uses of video based upon the Media Panel research program, a three-wave, longitudinal research program on video use conducted at the Department of Sociology, the University of Lund, and the Department for Information Techniques, the University College of Växjö, Sweden. Data were gathered in 1982 through in-depth interviews with 46 ninth grade subjects from Växjö, who had earlier indicated that they used video in questionnaire surveys in December 1980 and March 1981. Following an introduction and an explanation of the data sources and background data, findings on adolescents' uses of video are discussed under the topics of video, television, and cinema; the respondents' attitudes toward conventional television; video and the cinema; video viewing (when, with whom, what, and why); horror and violence films; and differences between the sexes. Also included are discussions of the reported effects of video viewing on adolescents, and video use as a development of popular culture. Quotations excerpted from the interviews illustrate various points. Thirty-one references are listed. (LMM)

ED 257 422 IR 011 608

Roe, Keith

Youth and Music in Sweden. Results from a Longitudinal Study of Teenagers' Media Use. Media Panel Report No. 32.

Lund Univ. (Sweden). Dept. of Sociology.

Pub Date—Aug 84

Note—29p; Paper presented at the IAMCR Conference (Prague, Czechoslovakia, August 27-31, 1984). For related documents, see IR 011 605-607.

Pub Type—Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, \*Adolescents, Children, Elementary Secondary Education, Foreign Countries, \*Mass Media Effects, Media Research, \*Music, \*Popular Culture, \*Student Attitudes, Use Studies

Identifiers—\*Media Research Panel Project (Sweden), \*Sweden

This empirical review of the relationship between

Swedish youth and music begins with a brief overview of the place of music as a communications medium in Swedish society in general, and among Swedish youth in particular. An analysis of the findings of a large-scale, longitudinal study of media use by Swedish adolescents, the Media Panel study, is then presented. (This study has been conducted at the Department of Sociology, the University of Lund, Sweden, since 1975.) Although this project was primarily concerned with the media habits of and the effects of television use on children and adolescents, data were also gathered on the music interests and preferences of 509 children in Växjö, Sweden, in 1976, 1978, and 1980, with supplementary data being added in 1981. Conclusions based on these findings indicate that (1) music preferences are dependent upon earlier levels of school achievement, although the adolescent peer group plays a mediating role in terms of music preferences and motivations; and (2) low achievement tends to lead to greater peer orientation, negative attitudes toward school, and a preference for oppositional forms of music. Fifty-seven references are listed. (LMM)

ED 257 423 IR 011 609

Look-Listen Opinion Poll, 1983-1984. Project of the National Telemedia Council, Inc.

National Telemedia Council, Inc., Madison, WI.

Pub Date—84

Note—72p.

Available from—National Telemedia Council, Inc., 120 East Wilson Street, Madison, WI 53703 (\$5.00 per copy). The National Telemedia Council was formerly known as the American Council for Better Broadcasts.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Adolescents, \*Adults, Evaluation Criteria, \*Opinions, \*Popular Culture, \*Programming (Broadcast), Surveys, Television Research, \*Television Viewing

Designed to indicate the reasons behind viewer program preferences, this report presents results of a survey which asked 1,576 television viewers (monitors) to evaluate programs they liked, did not like, and/or new programs. Tables summarize the findings for why programs were chosen, their technical quality, content realism, overall quality, and how much they were liked, as well as kinds of programs monitors would like to see more of. Viewers ratings and comments are presented separately for adults and youth, and by ratings of excellent, good, fair, or poor, for a number of prime network programs: including the A-Team, Aftermath, Benson, Cheers, Dallas, Dynasty, Facts of Life, Falcon Crest, Fall Guy, Family Ties, Fantasy Island, Happy Days, Hardcastle and McCormick, Hart to Hart, Hill Street Blues, Hotel, Jeopardy, Knight Rider, Knots Landing, Love Boat, Magnum P.I., Mama's Family, Newhart, One Day at a Time, People's Court, Real People, Remington Steele, Ripley's Believe It or Not, Silver Spoons, Simon and Simon, S.I. Elsewhere, That's Incredible, Trapper John M.D., Webster, and Whiz Kids. Also rated are news, public television, children's programs, sports, variety, and cable programs; made for television movies; reruns; soap operas; game shows; and talk shows. (LMM)

ED 257 424 IR 011 610

Microcomputer Software for School Library Applications.

South Dakota State Library and Archives, Pierre.

Pub Date—84

Note—28p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Computer Software, Costs, Databases, \*Library Automation, Library Catalogs, \*Library Technical Processes, \*Microcomputers, \*School Libraries, Word Processing

Identifiers—Database Management Systems  
This list of 126 software programs includes the title, description, producer or address to contact for additional information, system requirements, and cost. Programs listed are categorized by the following library functions: audiovisual catalog, audiovisual equipment inventory, bibliographies, catalog card printing, circulation and overdues, communication, filing systems, database management, film booking, indexing, library catalog, library skills instruction, multi-use, ordering, serials control, spread sheet, utility, and word processing. Software listed has not been reviewed and is not necessarily recommended. (LMM)

mended. (LMM)

ED 257 425 IR 011 611

Tetenbaum, Toby J. Mulkeen, Thomas A. Microcomputers in Education: Too Much Too Soon.

Pub Date—[84]

Note—25p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Literacy, \*Computer Software, Demand Occupations, Educational Innovation, \*Educational Technology, \*Educational Trends, Elementary Secondary Education, Long Range Planning, \*Microcomputers, Position Papers, Social Change, Teacher Attitudes, \*Teacher Education, \*Technological Advancement

America is shifting from an industrial age to a technological age, and educational observers are questioning the ability of our nation's schools to prepare its youth to deal with the changing nature of their country. With studies showing declining abilities among high school graduates in math competency, reading skills, and inferential reasoning and persuasive writing, schools have embraced new technologies as cures for their ills. Traditionally conservative institutions have acquired microcomputer technologies faster than they can learn how, when, or where to use them. Despite the large number of computers that have entered the nation's schools, the development and application of information technology has lagged behind due to several institutional and societal barriers: (1) inherent difficulties when institutions attempt to adapt curricula, schedules, and classroom organizations; (2) apathy or overt hostility on the part of some teachers toward computers and computer instruction; (3) difficulties with teacher training in the use of technology and in the production and selection of effective curriculum materials; and (4) a lack of adequate software. Educational leaders must stop and reflect on their future mission, develop goals and strategies for attaining that mission, assess their progress, and reevaluate their mission and strategies in light of this assessment. (THC)

ED 257 426 IR 011 613

Pettersson, Rune

Presentation of Information on Visual Displays.

Pub Date—Jan 85

Note—15p; Paper presented at the Annual Convention of the Association of Educational Communications and Technology (Anaheim, CA, January 17-22, 1985).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Color, \*Computer Graphics, \*Display Systems, Equipment Standards, Man Machine Systems, \*Technological Advancement, Visual Aids, \*Visual Measures

Identifiers—\*Video Display Terminals

This discussion of factors involved in the presentation of text, numeric data, and/or visuals using video display devices describes in some detail the following types of presentation: (1) visual displays, with attention to additive color combination; measurements, including luminance, radiance, brightness, and lightness; and standards, with specific comparisons between Swedish and U.S. standards for visual display units; (2) color description systems, including the Munsell System, the Natural Colour System (NCS), the hue-lightness-saturation system (HVS), and the red/green/blue (RGB) system; (3) text systems, including characters, design, background, and context; (4) numeric data, with attention to computer graphics hardware and software; and (5) visuals that depend largely on the quality of the screen, e.g., pie charts. The need for additional research in several areas is noted, and a 16-item bibliography is provided. (THC)

ED 257 427 IR 011 614

Pettersson, Rune

Reading Efforts on Visual Displays. Theme Report

No. 20.

Royal Inst. of Tech., Stockholm (Sweden).

Pub Date—84

Note—14p.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Color, Comparative Analysis, \*Dif-

ficulty Level, Foreign Countries, \*Reading Processes, \*Screens (Displays), Video Equipment, \*Visual Discrimination

**Identifiers**—\*University of Stockholm (Sweden)  
This report summarizes the results of more than 10,000 individual judgments, carried out in five related studies, all concerned with perceived reading efforts of text on visual displays and printouts. Students and personnel in the Department of Computer Science at the University of Stockholm served as study subjects. In experiments in which stimulus materials were real texts with similar content (lists of names and addresses), subjects were shown stimuli at random and were asked to judge their perceived reading efforts according to a five grade verbal rating scale: very great effort, great effort, neither great nor little effort, little effort, and very little effort. Methods and results of the five studies are presented in three categories: color of text and background; context colors; and printouts (from eight different printers). Five tables and a four-item bibliography support this report. (THC)

**ED 257 428** IR 011 615

**Baker, Robert**  
**Subtitling Television for Deaf Children. M.E.R.:**  
No. 3.  
Southampton Univ. (England).  
Pub Date—85  
Note—54p.; Media in Education Research Series.  
Pub Type—Opinion Papers (120) — Reports - Research (143)  
**EDRS Price - MF01/PC03 Plus Postage.**  
**Descriptors**—\*Accessibility (for Disabled), Children, \*Communication (Thought Transfer), \*Deaf Interpreting, \*Deafness, \*Educational Television, Foreign Countries, Functional Literacy, Learning Problems, Linguistic Competence, Production Techniques, \*Reading Comprehension, Special Effects, Television Viewing  
**Identifiers**—\*Subtitles (Television)

Experiments reported in this document were intended to shed light on the linguistic and presentational issues surrounding the provision of a subtitling service for deaf schoolchildren. A series of formal experiments was carried out to evaluate deaf children's appreciation of subtitled television programs. (These experiments are described in detail in Appendix II.) Issues explored were the optimum presentation rate for subtitles, and the measurement of program content comprehension using multiple-choice questionnaires. The findings show that subtitles can and do make program content accessible to deaf children, provided they are presented at a manageable reading rate. Reduction to a suitable reading rate is an efficient and effective strategy for simplifying the language level. The studies also show that teachers of the deaf are in a privileged position to carry out suitable subtitle editing. A project designed to meet the demand for school subtitling facilities is currently in progress at the University of Southampton. This six-section report includes discussions of: (1) background; (2) reading; (3) television and children; (4) published guidelines for modifying English for deaf children; (5) summary of experimental research carried out in schools for deaf children; and (6) conclusions, recommendations for broadcasters, and key issues for the future. The report concludes with a three-page bibliography and four appendices that include experiment details, samples of language simplification, and subtitle editing strategies. (THC)

**ED 257 429** IR 011 616

**Robinson, Brent**  
**Reading and the Video Screen. M.E.R.:** No. 2.  
Southampton Univ. (England).  
Pub Date—83  
Note—18p.; Media in Education Research Series.  
Some figures may not reproduce clearly.  
Pub Type—Opinion Papers (120) — Reports - Descriptive (141)  
**EDRS Price - MF01/PC01 Plus Postage.**  
**Descriptors**—\*Broadcast Television, \*Cable Television, Computer Assisted Instruction, Computer Software, \*Distance Education, Elementary Secondary Education, Foreign Countries, Instructional Materials, Literacy Education, Microcomputers, Position Papers, \*Reading Skills, \*Videodisc Recordings, Video Equipment, \*Videotex

**Identifiers**—Interactive Cable System, \*Interactive Systems, Interactive Video, United Kingdom  
This paper looks at the potential of the new electronic media of broadcast television (including teletext and interactive cable), the videodisc, and the

microcomputer. It examines the nature and extent of these media as textual communication systems and considers their implications in terms of both the reading skills they demand, and the ways in which these skills may be acquired or facilitated. In particular, it focuses on how the video screen might be used graphically to assist its future users, and ways in which educators and others interested in the process of reading verbal materials may contribute to the development of both the text presented and the software designed to teach reading skills. The paper may interest not only teachers of these skills but also broadcasters, electronics hardware manufacturers, computer software producers, and others with interests in the development of literacy. A 40-item reference list is included. (THC)

**ED 257 430** IR 011 617

**Willen, Birgitta**  
**Self-Directed Learning and Distance Education.**  
**Can Distance Education Be a Good Alternative for the Self-Directed Learners? Uppsala Reports on Education 21.**  
Uppsala Univ. (Sweden). Dept. of Education.  
Report No.—ISBN-91-85250-98-8  
Pub Date—Dec 84  
Note—25p.  
Pub Type—Information Analyses (070) — Opinion Papers (120)  
**EDRS Price - MF01/PC01 Plus Postage.**  
**Descriptors**—\*Adult Education, Adult Learning, Discovery Learning, \*Distance Education, Educational Research, Experiential Learning, Foreign Countries, \*Independent Study, \*Learning Processes, \*Learning Strategies, Position Papers, Student Projects  
**Identifiers**—Sweden

Acknowledging a recent increased interest in research about self-directed learning, this report analyzes and discusses two different forms of education: self-directed learning and distance education. Here, self-directed learning is identical with autodidactic learning, a form of education that cannot be included in organized adult education; the learner has the whole responsibility for his/her education or learning-project. Distance education is a method used by educational institutions for adult education, which implies that the educational organization has responsibility for the education. This report reviews research about self-directed learning and proposes a deeper analysis of the phenomena of learning, self-concept, and experience, where the student is put into a context that can be examined by educators. Also discussed are self-directed learning and distance education, proposals from a distance educationalist, and current thought on self-directed learning. It is concluded that there seem to be so many differences in motivations for study, learning strategies, and the study process between self-directed learners and organized adult learners, that educators must be very careful when trying to find new ways of reaching self-directed learners. An extensive reference list and a list of Uppsala Reports on Education are included. (THC)

**ED 257 431** IR 011 618

**Teeter, Thomas A.**  
**A UALR Computer Literacy Project to Determine Curricular Goals and Objectives.**  
Arkansas Univ., Little Rock.  
Pub Date—Mar 85  
Note—100p.; Best copy available.  
Pub Type—Opinion Papers (120) — Reports - Evaluative (142)  
**EDRS Price - MF01/PC04 Plus Postage.**  
**Descriptors**—\*Computer Literacy, Computers, Computer Software, \*Curriculum Development, Curriculum Enrichment, \*Departments, \*Educational Resources, Higher Education, \*Intellectual Disciplines, \*Objectives, Position Papers

**Identifiers**—\*University of Arkansas Little Rock  
The results of a study assessing departmental plans for hardware and software acquisitions, faculty development activities, and curricular modifications aimed at increasing student computer literacy at the University of Arkansas at Little Rock (UALR) are reported. The study involved reviewing departmental definitions of computer literacy generated within the past academic year; reviewing college and departmental plans for activities aimed at helping students reach computer literacy; interviewing each academic department offering a baccalaureate degree to assist in the codification of computer literacy needs; developing and submitting departmental goal statements to the faculty for their review and approval; and conducting an inventory of

computing equipment available for instruction in each academic unit (the inventory results are reported in Appendix A). An introduction, review of related activities in other schools, a list of procedures, definitions of selected terms, and a taxonomy of educational objectives are followed by goal statements, objectives, future plans, and lists of current instructional equipment for departments within the following colleges and schools: Business Administration, Communication, Education, Engineering Technology, Fine Arts, the Graduate School, Law, Liberal Arts, Sciences, and the Graduate School of Social Work. Results and conclusions, recommendations, a departmental index, and a selected bibliography complete the report. (THC)

**ED 257 432** IR 011 619

**Adams, Dennis M.**  
**Using Computer-Based Artificial Intelligence Technology to Help ESL Students.**  
Pub Date—85  
Note—10p.; Paper presented at the Winter Conference of the Colorado Reading Association.  
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)  
**EDRS Price - MF01/PC01 Plus Postage.**  
**Descriptors**—\*Artificial Intelligence, \*Bilingual Instructional Materials, Elementary Secondary Education, \*English (Second Language), Language of Instruction, \*Limited English Speaking, Position Papers, \*Reading Skills, Second Language Instruction

This paper discusses ways in which artificial intelligence (AI) technologies may be used to aid students for whom English is a second language in the development of language and reading skills, and asserts that the coupling of technology with close adult-teacher contacts within a context of cultural precedents and social rewards is an important element in success. Three major categories of problems that may inhibit the learning of reading and language skills are identified: physical (both aural and visual), environmental experience, and inadequate teaching. To illustrate how AI may help build a sound language base, the paper cites two examples of microcomputer knowledge-based systems: the Reading Computer that reads to children in several languages, thereby helping unilingual English teachers provide necessary background in a child's first language; and experimental systems that can instantly translate a teacher's English language voice into another language (Spanish, French, German, or Russian). It is suggested that AI language programs can help develop higher order thinking skills and systematic problem solving strategies, and should be incorporated into educational programs for minority students as early in their education as possible. (THC)

**ED 257 433** IR 011 620

**Videodisc and Optical Digital Disk Technologies and Their Applications in Libraries. A Report to the Council on Library Resources.**  
Information Systems Consultants, Inc., Washington, DC.  
Spons Agency—Council on Library Resources, Inc., Washington, D.C.  
Pub Date—Mar 85  
Note—200p.  
Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01/PC06 Plus Postage.**  
**Descriptors**—\*Audiocassette Recordings, \*Computer Storage Devices, Information Processing, \*Information Retrieval, Information Science, \*Information Storage, \*Libraries, Library Materials, Library Research, Library Services, Library Technical Processes, Preservation, Videodisc Recordings  
**Identifiers**—\*Optical Digital Discs, \*Videodiscs

This report examines the potential impact of optical media—videodiscs, compact audio discs, and optical disks, tapes, and cards—in library related applications. A detailed consideration of the technology includes discussion of the underlying principles, the various forms in which the technology is marketed, production methods and costs, and the capabilities of each different medium. An introductory chapter outlines the different forms of optical media and their potential applications in libraries. Each of the remaining 11 chapters then addresses the details of one of the following technologies: videodiscs; interactive videodiscs; recording digital data on videodiscs; videodisc production; compact audio discs and CD ROM (compact disc read only memory); videodiscs and CD ROM as digital pub-

lishing media; optical digital discs; optical digital products; and erasable optical media. A number of video and compact audio disc projects currently being developed or investigated in library settings are examined in the appropriate chapters, including audio and video applications at Video Patsearch, the National Library of Canada, the National Library of Medicine, and the Library of Congress; digital data publishing projects at MiniMARC, Information Access Corporation, Carrollton Press, the Library Corporation, and other companies; and library applications of optical digital disk technology at the Library of Congress, the National Library of Medicine, the National Air and Space Museum, the Public Archives of Canada, and Disclosure Information Group. An appendix explains the process of converting text, graphics, and audio to digital form. (THC)

ED 257 434 IR 011 666

Pett, Dennis W., Comp.  
Audio-Visual Communication Handbook.  
Indiana Univ., Bloomington. Audio-Visual Center.  
Spons Agency—Peace Corps, Washington, D.C.  
Pub Date—[69]  
Contract—FC-25-1707  
Note—251p.

Pub Type—Guides - Non-Classroom (055) — Reference Materials (130)

EDRS Price - MF01/PC11 Plus Postage.  
Descriptors—\*Audiovisual Aids, \*Audiovisual Communications, \*Audiovisual Instruction, Developing Nations, Guidelines, \*Instructional Materials, International Programs, \*Material Development, Nonformal Education, \*Production Techniques

Identifiers—\*Peace Corps

Designed to assist Peace Corps volunteers to plan, produce, and use instructional materials in the classroom and in the community, this training manual focuses on materials that volunteers can produce or obtain locally at minimal expense. Included is a brief section about projected media, which are a useful means of communication in those situations where materials and equipment are available. The manual is structured under five major headings: (1) Planning Instructional Materials; (2) Using Media in the Classroom and in the Community; (3) Presentation Methods and Materials; (4) Basic Production Techniques; and (5) Writing. Many of the ideas and illustrations have been taken directly from materials prepared by students and faculty of Indiana University who have worked with international programs either on campus or overseas. Appendices include supplemental information on planning; evaluation procedures; communication factors in family planning; formulas for making hectograph copies, dyes and paints, rubber cement, and materials for models; equipment construction plans; sample illustrations; lettering patterns; a media comparison chart; notes on the use of audiovisual equipment; and sources of information. A limited index is included. (THC)

ED 257 435 IR 011 667

Audio-Visual/Communications Teaching Aids  
Packet. Supplementary Materials. Packet P-8.  
Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sep 82  
Note—94p.; Some pages have broken print.  
Pub Type—Guides - Non-Classroom (055) — Reference Materials (130)

EDRS Price - MF01/PC04 Plus Postage.  
Descriptors—\*Audiovisual Aids, \*Audiovisual Communications, \*Audiovisual Instruction, Communication (Thought Transfer), Developing Nations, Guides, \*Instructional Materials, International Programs, \*Material Development, Nonformal Education, \*Production Techniques

Identifiers—\*Peace Corps

This packet contains three handouts on training theory and the use of audiovisual aids, as well as a section on materials and presentation techniques for use by community development workers concerned with exchanging information and working with the people in a community. The first handout, "Communication in Development," briefly discusses the four steps in the communication process: attention, understanding, acceptance, and action, and presents a seven step procedure to be followed for improving communications. The second handout, "Why Use Communications Media?", describes and pictorially represents the major categories of media: publications and pictorial display, projected, audio, and broadcast materials. "Planning: A Guide for Decisions in Communications," the third handout, ad-

resses four questions which should be considered in designing and planning effective communications. The Materials and Techniques section provides instructions for making and/or using bamboo or reed writing pens, brushes, crayons, pocket charts, puppets/puppet stages, flannel boards and flip charts, exhibits and bulletin boards, a flashlight slide projector and filmstrip adaptor, and radio. (THC)

ED 257 436 IR 011 668

Cataloging and Inventorying Instructional Materials in Utah Schools. Sixth Edition.  
Utah State Office of Education, Salt Lake City.  
Pub Date—85

Note—49p.; For an earlier edition, see ED 047 716.  
Pub Type—Guides - Non-Classroom (055) — Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—\*Cataloging, Elementary Secondary Education, Guidelines, \*Instructional Materials, \*Learning Resources Centers, \*Library Materials, \*Library Technical Processes, School Libraries

Identifiers—\*Utah

This handbook is designed to assist Utah schools in cataloging instructional materials. It is recommended that it be used in all local school and district media programs. This sixth edition attempts to simplify cataloging while retaining the basic elements needed for locating materials. Following a brief introduction, the handbook is divided into five sections: (1) Card Catalog, including type of cards, card arrangement, electronic card catalog, and location; (2) Cataloging Procedures, including who should catalog, call numbers, the basic catalog card, subject cards, title cards, shelf list card, and cross reference cards; (3) Cataloging Applications, including books, other printed materials, and nonprint media; (4) Collection Maintenance, including statistics and inventory, and weeding; and (5) Utah State Library Commission Services, including ordering procedures, cataloging, receiving, and a question answering service. (THC)

ED 257 437 IR 011 669

Communicating with Pictures. P-8A.  
Peace Corps, Washington, DC. Information Collection and Exchange Div.; United Nations Children's Fund, Kathmandu (Nepal).

Pub Date—[75]  
Note—28p.  
Pub Type—Non-Print Media (100) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—\*Communication (Thought Transfer), Developing Nations, \*Illustrations, \*Instructional Materials, International Programs, Media Selection, \*Nonprint Media, \*Photographs, Visual Aids, \*Visual Literacy

Identifiers—\*Nepal

In early 1976, the National Development Service of Nepal and UNICEF conducted a study designed to determine whether it would be possible to communicate ideas and information to Nepalese villagers who cannot read by using pictures only, the kinds of pictures that are most meaningful for villagers, and whether different colors have special meanings for villagers. Teams of data-collectors went to nine different parts of Nepal and conducted interviews with more than 400 adult villagers from the following groups: Thakuri, Brahmin, Chhetri, Muslim, Bhote, Magar, Gurung, Maithili, Limbu, Rai, and Tharu. None of the villagers interviewed had ever been to school. The researchers showed the villagers a variety of pictures and colors and noted their responses. The main findings of the study, and what they mean for National Development Service participants and other village development workers, are summarized in this booklet, which is also available in the Nepali language. Among the findings: villagers tend to "read" pictures very literally and do not expect to receive ideas from them; villagers do not necessarily look at a series of pictures from left to right, or assume that there is any connection between the pictures in a series; pictures that try to convey ideas or instructions often use symbols which are not understood by villagers; villagers are interested and attracted by pictures, even though they may need help to interpret them; realistic pictures, with a minimum of background detail, are the easiest for them to understand; and pictures showing a lot of different objects are not well understood. (THC)

ED 257 438 IR 011 670

Kerner-Richardson, Sue And Others

Computer-Assisted Instruction: Decision Handbook. Final Report.

Denver Univ., Colo. Denver Research Inst.  
Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-84-46

Pub Date—Apr 85

Note—261p.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC11 Plus Postage.  
Descriptors—\*Authoring Aids (Programming), \*Computer Assisted Instruction, Computer Managed Instruction, \*Computers, Courseware, \*Decision Making, Educational Technology, Feedback, Guidelines, Instructional Development, Instructional Systems, Problem Solving, \*Program Implementation, Reference Materials, Technical Education, Worksheets

Identifiers—\*Air Force

This document is designed for use as a resource and reference guide for Air Force instructional managers who are considering the adoption or expansion of computer-assisted instruction (CAI) at some future time, and also as a decision aid for an instructional manager currently involved in the CAI decision process. The contents are intended to be helpful where CAI systems are already available to the trainers, as well as in those cases in which the adoption of CAI requires new system acquisition. The handbook is divided into five sections: (1) Introduction and History of CAI; (2) Understanding CAI; (3) Critical Factors for Adopting CAI; (4) Decision Aids for Considering the Adoption of CAI; and (5) Resources. The section on decision aids includes worksheets for use in evaluating the need for CAI, identifying configurations most closely matched to instructional needs and practices, and estimating the feasibility of initiating CAI implementation. Resources listed include a glossary, an extensive bibliography, and lists of related associations and periodicals. (THC)

ED 257 439 IR 011 671

Johnston, Jerome  
Computers and the Schools: The Next Decade.  
Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—National Inst. of Education (ED), Washington, DC.  
Pub Date—Mar 85  
Contract—NIE-P-83-0092  
Note—29p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—\*Computer Assisted Instruction, Computer Software, Elementary Secondary Education, Information Networks, \*Information Processing, Information Retrieval, \*Information Storage, \*Information Systems, Lasers, \*Microcomputers, Teleconferencing, Videodisc Recordings

Identifiers—Computer Uses in Education

Changes in several technologies that handle, manipulate, and transmit information and ways in which these technologies are affecting businesses and homes are discussed in this paper, which also addresses the potential impact of these changes on public education. The first of four sections provides a very brief history of the computer revolution, with emphasis on certain salient characteristics of the devices and on their penetration into business, industry, and the home. The second section describes how schools have responded in recent years to the computer revolution and based on interviews with school personnel—speculates how computers will be used in schools in the future. The third section describes some of the newer technological developments, including trends in microcomputer hardware and software, home information systems, integrated videodiscs for information storage and instruction, and computer conferencing. The relevance of these developments for education is discussed, and the final section proposes an agenda for federal involvement in the computer revolution. (THC)

ED 257 440 IR 011 672

Collis, Betty Muir, Walter  
Computers in Education: An Overview. Publication Number One. Software Engineering/Education Cooperative Project.

Victoria Univ. (British Columbia).  
Pub Date—31 Oct 84  
Note—19p.; Project also sponsored by IBM Canada, Ltd.



Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Literacy, Educational Technology, Elementary Secondary Education, Foreign Countries, Information Systems, Microcomputers, Program Descriptions, Program Development, School Surveys, Teaching Machines, Teaching Methods

Identifiers—Canada, University of Victoria BC

The first of four major sections in this report presents an overview of the background and evolution of computer applications to learning and teaching. It begins with the early attempts toward "automated teaching" of the 1920s, and the "teaching machines" of B. F. Skinner of the 1940s through the 1960s. It then traces the development of computer assisted instruction (CAI) that began in the 1960s with the PLATO project, through to the emergence of microcomputer-based CAI. The second section describes the entry of microcomputers into the homes and schools of North America. Distinctions are made between learning about computers, learning with computers, using computers as educational tools, and using computers with specific student populations. The results of three surveys of computer use in elementary and secondary schools are cited. Section three notes the response of faculties of education to the challenge of preparing practicing teachers and student teachers in the intricacies of applying computer technology in the classrooms. The final section describes the facilities, courses, and programs that have been developed at the University of Victoria. Included in this section is a brief description of the IBM/University of Victoria Cooperative Project. (Author/THC)

ED 257 441 IR 011 673

Kurland, D. Midian, Ed.

Developmental Studies of Computer Programming Skills. A Symposium: Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 23-27, 1984). Technical Report No. 29.

Bank Street Coll. of Education, New York, NY. Center for Children and Technology.

Pub Date—Oct 84

Note—135p.

Pub Type—Opinion Papers (120)—Reports - Research (143)—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cognitive Development, Cognitive Processes, Computer Science Education, Computer Software, Curriculum Development, Elementary Education, Epistemology, Learning Processes, Programmers, Programming, Secondary Education, Skill Development

The five papers in this symposium contribute to a dialog on the aims and methods of computer education, and indicate directions future research must take if necessary information is to be available to make informed decisions about the use of computers in schools. The first two papers address the question of what is required for a student to become a reasonably proficient programmer. The first—"Mapping the Cognitive Demands of Learning to Program" (D. Midian Kurland, Katherine Clement, Ronald Mawby, and Roy D. Pea)—reports a study of high school programming novices who participated in an intensive summer programming course. The second paper—"The Development of Programming Expertise in Adults and Children" (D. Midian Kurland, Ronald Mawby, and Nancy Cahir)—examines how expert programmers acquired their skill, with attention to the amount of time invested and the type of resources available when they were learning to program. The last three papers look beyond programming to the issue of transfer. The third—"Issues and Problems in Studying Transfer Effects of Programming" (Kate Ehrlich, Valerie Abbott, William Salter, and Elliot Soloway)—examines whether learning to program helps students solve problems in other related intellectual domains. The fourth—"What Will It Take to Learn Thinking Skills Through Computer Programming?" (Roy D. Pea)—discusses research on the transfer of high level thinking skills from programming. The final paper—"Making Programming Instruction Cognitively Demanding: An Intervention Study" (John Dalby, Francoise Tourniaire, and Marcia C. Linn)—describes a study in which a curriculum was designed explicitly to make programming more cognitively challenging. A concluding commentary by Jan

Hawkins discusses the issues raised in the papers and offers thoughts on current and future directions for research in this field. (THC)

ED 257 442 IR 011 674

Carey, John

An Economic Assessment of Electronic Text. Report Number Six of the Electronic Text Report Series.

Electronic Text Consortium.

Pub Date—84

Note—45p; For a related document, see IR 011 678.

Pub Type—Information Analyses (070)—Opinion Papers (120)—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computer Software, Cost Effectiveness, Cost Estimates, Databases, Higher Education, Information Networks, Information Services, Information Systems, Surveys, Telecommunications, Teleconferencing, Use Studies, Videotext

Identifiers—Electronic Mail, Electronic Publishing

This report outlines economic components that will eventually contribute to large models of electronic text services in institutions of higher education, and provides a simple and practical assessment of economic issues associated with electronic text for college administrators, faculty, and planners. This assessment constitutes a layman's guide to equipment costs, staffing, production timetables, and cost recovery options for a range of electronic text services. Readers can build a model for services in a particular higher education environment by using the data provided here and reworking them in the context of a specific higher education institution. The report is based on several sources of data, including a survey of electronic text managers in the commercial and nonprofit sectors; a survey of college students in three states dealing with their media habits, access to personal computers, and plans to purchase new technologies in the near future; an aggregation of electronic text industry cost and pricing data; and a secondary analysis of survey data collected by other researchers on the uses of new technologies in colleges. (THC)

ED 257 443 IR 011 675

Holloway, Robert E.

Educational Technology: A Critical Perspective.

ERIC Clearinghouse on Information Resources, Syracuse, NY.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—IR-68

Pub Date—84

Contract—400-82-0001

Note—65p.

Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (\$7.95 plus \$1.50 shipping and handling).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Curriculum Development, Economic Factors, Educational Innovation, Educational Media, Educational Technology, Educational Trends, Literature Reviews, Media Adaptation, Position Papers, Social Influences, Teacher Education

Identifiers—Social Needs

This document reviews writings and studies that raise questions and identify issues about the use of technology in education to help in the development of clear statements of the purposes of educational technology, education, and the needs of society. The collection of ideas, commentary, and discussion reviews a wide range of viewpoints held by both critics and advocates of technology. A variety of views represent the way things are done as well as the tools and machines used in the process. The emphasis is on the context, especially social and economic forces, that shape decisions about technology in education. This review is designed to help the reader frame balanced and constructive responses to technology-related issues and questions, and to encourage initiative in decision-making regarding the adaptation of technology for education. The table of contents and index help identify significant viewpoints represented in the review, and an extensive bibliography is included. (THC)

ED 257 444 IR 011 676

Jelden, D. L.

An Educational Technology Center: A Proposed Organizational Structure.

Pub Date—May 84

Note—16p; Paper presented at the Annual Conference of the Association for the Development of Computer-Based Instructional Systems (Columbus, OH, May 13-17, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Software, Courseware, Educational Media, Educational Research, Educational Technology, Education Service Centers, Higher Education, Instructional Development, Instructional Improvement, Organizational Development, Position Papers, Skill Development, Teacher Education

The proposed organizational and activity structure for an Educational Technology Center would provide opportunities for educational research, hardware/software/courseware services, and training programs to prepare professionals in the field. Advances in industrial, communications, and educational technologies necessitate the implementation of an interdisciplinary approach to the upgrading of inservice teachers and for the preparation of new teachers entering the field. Noting that educational technology is a diverse, multi-disciplinary area of studies, this report recommends the removal of restricting bonds and the implementation of a more flexible approach that would provide coursework in a variety of disciplines. The administrative structure is explored using a model that identifies three main areas the center should address: instruction (technology of curriculum design, learning theories, and teaching/learning styles); research; and services. Operational activities that the center should participate in are also looked at, and elementary functions are identified under each of the three major headings. A collection of courses available to educational technology students in one institution is listed to demonstrate the types of skills needed and the interdisciplinary nature of the course offerings. (Author/THC)

ED 257 445 IR 011 677

Jelden, D. L.

Effectiveness of Phoenix as a Computer Based Education System.

Pub Date—85

Note—19p; Paper presented at the Annual Conference of the Association for the Development of Computer-Based Instructional Systems. (Philadelphia, PA, March 25-28, 1985).

Pub Type—Opinion Papers (120)—Reports - Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Educational Technology, Graduate Students, Higher Education, Individualized Instruction, Instructional Design, Microcomputers, Pilot Projects, Research Methodology, Student Attitudes, Teacher Education, Time on Task, Tutorial Programs

Identifiers—Instructional Effectiveness

This paper is a preliminary report of a pilot study done at the University of Northern Colorado in 1984 using PHOENIX, a mainframe computer based education (CBE) system in a teacher education program. The study deals with the instructional tutorial and a computer based test generation system related to those tutorials. Data on the physiological and psychological factors related to CBE were obtained from 77 students in an educational technology and instructional design program for teachers. Information on the perceived value of computer based education (CBE) by students and achievement gains contributed by CBE are also reported. Brief descriptions of time, terminal availability, lesson format, screen displays, and learning outcomes are discussed. Both tutorial and testing programs were involved in the study. An on-going study which is underway will add to this database with an estimated 1,000 students over 11 courses in 4 subject matter areas. (Author/THC)

ED 257 446 IR 011 678

Carey, John

Electronic Text and Higher Education: A Summary of Research Findings and Field Experiences. Report Number One of the Electronic Text Report Series.

Electronic Text Consortium.

Pub Date—84

Note—69p; For a related document, see IR 011 674.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Broadcast Television, Case Studies, Educational Research, Elementary Secondary Education, \*Field Studies, Foreign Countries, Higher Education, \*Information Services, \*Information Systems, Position Papers, \*Telecommunications, \*Videotex

Identifiers—Canada, \*Electronic Publishing, France, Sweden, United Kingdom, United States

This study assesses research findings and practical field experiences emerging from electronic text trials and services with emphasis on applications of electronic text that have served the needs of higher education. However, research findings and case studies from commercial applications, as well as secondary and K-8 electronic text projects, are included to provide a broad context for understanding how electronic text is developing. The report focuses on experiences in the United States, particularly those of public broadcasting stations. For comparative purposes, applications in Britain and Canada are reviewed, as well as selected research findings and policy issues that have emerged from trials in France and Sweden. Following an overview of the report in section 1, section 2 provides a glossary of terms to be used and reviews some of the strengths and weaknesses associated with alternative means of transmitting electronic text. Section 3 reviews educational applications in Britain, Canada, and the United States. Research findings are analyzed, the costs of low and high end systems are outlined, and page design and organizational issues are discussed. Section 4 reviews selected commercial applications in Europe and the United States. Section 5 outlines the educational context in which electronic text must develop, including current patterns of use for telecommunications and organizational barriers. The report concludes with a discussion of gaps in knowledge and general options for higher education institutions and those who provide services for the education community. A selected bibliography is included. (THC)

ED 257 447

IR 011 679

Simmons, Ralph. And Others

End Users Guide to Buying Small Computers.

General Services Administration, Washington, D.C.

Report No.—PB85-136927

Pub Date—Aug 84

Note—36p.

Pub Type—Guides - General (050) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Policy, Cost Effectiveness, \*Information Networks, \*Information Services, \*Information Systems, Methods, \*Microcomputers, Policy Formation, Position Papers, \*Purchasing, Telecommunications

Identifiers—\*End Users

This buyer's guide for personal computers is the result of two initiatives: to meet the need for a government-wide policy concerning the management of end user computing (EUC); and to condense procedures for EUC acquisition. The guide is for federal government line managers and professionals who are unfamiliar with step-by-step procedures used in the acquisition of equipment for EUC. EUC can include elements of data processing, office automation, word processing, telecommunications, and other information activities and services. Oriented toward acquisition of microcomputers and associated products, the first six chapters provide the federal manager with the necessary information to accomplish proper acquisitions. The sections cover: (1) Planning for End User Computing; (2) Analyzing Costs and Benefits: Efficiency or Effectiveness; (3) Ten Step Justification, including Problem Statement and Solution Statement; (4) Sources of Supply; (5) The Procurement Action; and (6) a Summary. The remaining chapters are appendices covering: two hypothetical documentation and justification packages; a discussion of the impact of standardization; a look at network decisions; a regulatory overview; a discussion of lessons learned from the General Services Administration (GSA) EUC pilot project; and records management considerations. (THC)

ED 257 448

IR 011 680

Becker, Henry Jay

How Schools Use Microcomputers. Summary of the First National Survey.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Pub Date—Mar 85

Note—38p; For related documents, see ED 233 111, ED 234 109, ED 242 297, ED 246 886, and ED 253 219.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Literacy, Drills (Practice), \*Educational Facilities, \*Educational Status Comparison, \*Educational Trends, Elementary Secondary Education, Futures (of Society), Language Arts, \*Microcomputers, National Surveys, Programming, Research Methodology, School Surveys, Tables (Data), Teacher Attitudes, \*Time on Task, Use Studies

Identifiers—\*Computer Uses in Education

This report summarizes the results of a national survey of U.S. elementary and secondary schools, conducted during the 1982-83 school year, which focused on the schools' instructional use of microcomputers, including use both as a means of instruction and as an object of instruction. Specific topic areas covered include: the number of microcomputers in the schools; major microcomputer uses; number of student users; access time per student; junior high, middle school, and low income elementary school use patterns; areas of microcomputer impact as viewed by computer-using teachers; physical location of microcomputers in the schools and locational impact on use patterns; acquisition and use patterns; student grouping for microcomputer use and teacher management of waiting time; and interpretative remarks focusing on research needs and collaborative research efforts of researchers and educators. (MBR)

ED 257 449

IR 011 682

Pea, Roy D.

Integrating Human and Computer Intelligence.

Technical Report No. 32.

Bank Street Coll. of Education, New York, NY.

Center for Children and Technology.

Pub Date—Dec 84

Note—28p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Artificial Intelligence, \*Child Development, \*Cognitive Development, Computers, \*Developmental Psychology, Epistemology, Instructional Materials, Learning Processes, Literature Reviews, \*Man Machine Systems, Material Development, Problem Solving, \*Psychological Studies

Identifiers—Constructivism, Expert Systems, \*Intelligent Tutoring Systems, Piagetian Theory, System Design

This paper explores the thesis that advances in computer applications and artificial intelligence have important implications for the study of development and learning in psychology. Current approaches to the use of computers as devices for problem solving, reasoning, and thinking—i.e., expert systems and intelligent tutoring systems—are reviewed. Some characterizations of cognitive development as the construction of an invariantly ordered sequence of universal stages are followed by a review of recent challenges to these universal descriptions. Major challenges to developmental psychology posed by the coupling of human and computer intelligence are discussed. These challenges, which range from conservative to radical in their implications, include the use of computers as tools to help children with proximal development, microworld pedagogic systems, pedagogic cognitive trace systems, pragmatic cognitive tools for higher level achievements, and systems for the coevolution of human-computer intelligence. A 62-item reference list is provided. (MBR)

ED 257 450

IR 011 683

Sleeman, D.

Intelligent Tutoring Systems: A Review.

Pub Date—[84]

Note—22p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Algebra, \*Artificial Intelligence, Cognitive Style, \*Computer Assisted Instruction, Computer Software, Learning Processes, Literature

Reviews, Man Machine Systems, \*Material Development, Methods, \*Models, Problem Solving, Research Needs, Secondary Education, Student Behavior

Identifiers—\*Intelligent Tutoring Systems, \*System Design

This paper presents a critical review of computer assisted instruction (CAI); an overview of recent intelligent tutoring systems (ITSs), including current perceived shortcomings; major activities of the field, i.e., analysis of teaching/learning processes, and extending and developing artificial intelligence techniques for use in intelligent tutoring systems; and a methodology for building ITSs. Examples are given from recent work on a student modelling system used to develop an ITS for algebra. A research agenda for ITS development relating to current activities in artificial intelligence (AI) and cognitive science is suggested and a list of 36 references is provided. (MBR)

ED 257 451

IR 011 684

Interactive Cable Television. Final Report.

Active Learning Systems, Inc., Minneapolis, MN.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—31 Mar 85

Contract—400-84-008

Note—9p; Best copy available. This research was funded by the National Institute of Education under a Small Business Innovative Research Grant. Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cable Television, Computer Graphics,

\*Computer Literacy, Computer Software, Costs, Display Systems, Futures (of Society), Merchandise Information, \*Microcomputers, Problems, Reaction Time, Research and Development, Secondary Education, \*Telephone Communications Systems

Identifiers—\*Interactive Cable System, \*Interactive Video, Modems, System Design, Videodisc Systems

This report describes an interactive video system developed by Active Learning Systems which utilizes a cable television (TV) network as its delivery system to transmit computer literacy lessons to high school and college students. The system consists of an IBM PC, Pioneer LDV 4000 videodisc player, and Whitney Supercircuit set up at the head end of a cable TV network. Accessed via modem by a computer located in a school using a customized version of the communications package, CONNECT, the system makes it possible for interactive video designed to run on an IBM PC to be delivered on an Apple, Commodore, TRS 80, a dumb terminal, or any other computer that uses a TV as a monitor and uses a phone modem. The report includes a review of the system's technology; an outline of its benefits; and discussions of system difficulties and how they were addressed. Such difficulties included expense, crashes, response time, conflicting programs, readability, clarity, graphics, hardware, phone connections, switchboards, and distance. A final test in which lessons were delivered via microwave transmission from the head end of a cable network to a high school about 20 miles away is noted. Future implications of the system for education, entertainment, and marketing are discussed, and lists of personnel and companies involved in the research and distributors of interactive video computer literacy products are provided. (MBR)

ED 257 452

IR 011 685

Hawkins, Jan

The Interpretation of Logo in Practice. Technical

Report No. 34.

Bank Street Coll. of Education, New York, NY.

Center for Children and Technology.

Spons Agency—Spencer Foundation, Chicago, Ill.

Pub Date—Mar 85

Note—38p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Classroom Techniques, \*Cognitive Development, Development, Elementary Education, \*Elementary School Students, Individual Differences, Instructional Innovation, Interviews, Pilot Projects, Problem Solving, Programming, Programming Languages, Research Methodology, \*Social Development, \*Teacher Attitudes, Teacher Role, \*Teaching Styles

Identifiers—\*LOGO Programming Language

Designed to help understand the cognitive and social effects of children's classroom experiences

with LOGO and computers, this study presents an account of the ways in which two elementary school teachers thought about, grappled with, and practiced LOGO in their classrooms over a 2-year period. The account is organized chronologically, first describing the pilot period when microcomputers were placed in the classrooms and LOGO became part of classroom activities for 2 months before the school year's end; then the experiment's first year, including a recounting of the teacher's expectations, classroom work which shifted focus from LOGO as a learning environment for general problem solving skills to LOGO as a context for learning about programming and computers, and reasons for the shift; and finally, the second year, when teachers developed instructional strategies and revised classroom work to provide a particular type of structure to LOGO learning. Subjects were 25 third and fourth graders (11 boys, 14 girls) and 25 fifth and sixth graders (11 boys, 14 girls) encompassing a variety of ethnic and socioeconomic backgrounds and a range of achievement levels. (MBR)

ED 257 453

IR 051 116

Pitts, Ben E.  
How Efficient Are Mississippi Public School Librarians?

Pub Date—[78]

Note—12p.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, \*Job Analysis, \*Learning Resources Centers, Library Personnel, Library Research, Library Services, \*Media Specialists, Position Papers, \*Public Schools, \*School Libraries, School Surveys

Identifiers—\*Mississippi

A study was undertaken to identify the tasks which make up the day of library/media specialists in Mississippi. A jury of library/media specialists and professional administrators reviewed tasks identified by the national model and the Mississippi State Board of Education and developed a questionnaire which identified 21 selected library/media related tasks and other tasks frequently assigned to instructional personnel. The instrument was mailed to 300 randomly selected Mississippi media specialists who were asked to identify their time per task in percentage increments to reflect a total of 100% of their working day. Questionnaires were returned by 101 media specialists, or 34% of the sample. The results of this study are compared to a similar study of Tennessee library/media specialists and to teachers in the NASSP (National Association of Secondary School Principals) Model Schools Project in 1977. The results indicate that Mississippi public school media specialists spend more time "keeping study hall" (19.28%) than any of the other 21 items. "Working with students or teachers in the instructional program" ranked second (10.27%). Following a discussion of the implications of the study, the paper identifies 23 technical and administrative tasks for which media specialists are responsible. (THC)

ED 257 454

IR 051 121

Fjallbrant, Nancy, Ed.  
Library Development: Australia. IATUL Proceedings Vol. 15, 1983.

International Association of Technological Univ. Libraries, Gothenburg (Sweden).

Pub Date—83

Note—97p.

Journal Cit—IATUL Proceedings; v15 1983  
Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Libraries, Computer Oriented Programs, Foreign Countries, \*Government Libraries, Higher Education, Information Dissemination, \*Information Networks, \*Information Retrieval, Instructional Materials, Library Cooperation, Library Instruction, Library Research, \*Library Science, Library Services, Position Papers, \*Special Libraries

Identifiers—\*Australia

This issue of the IATUL (International Association of Technological University Libraries) Proceedings focuses on developments in Australian libraries. The first article, "University Librarianship in Australia" (D. H. Borchardt), reviews the growth of librarianship in Australia and examines some current issues. "Information Retrieval in Australia" (P.

Judge) reviews the development of computerized information retrieval. "The Australian Bibliographic Network-ABN-History and Current Developments" (Judith A. D. Baskin) traces the history and current state of ABN. Three articles describe current issues in different types of libraries: "Current Issues in Australian Parliamentary Library Services" (R. L. Cope); "Government Special Libraries in Australia" (Heather Howard); and "Non-Government Special Libraries in Australia" (Joyce Korn). The final paper, "Collecting User Education Materials in Australia: The Role of USER (User Education Resources)" (Megan Lilly) provides an account of library cooperation in user education throughout Australia facilitated by the USER clearinghouse. (THC)

ED 257 455

IR 051 122

New York State Library Data Base Users' Manual.  
New York State Library, Albany.

Pub Date—[Dec 84]

Note—78p.; For related document, see ED 176 729.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Costs, \*Databases, Failure, \*Information Needs, Information Sources, Interlibrary Loans, Interviews, Library Services, \*Online Searching, \*Online Systems, Operating Expenses, Records (Forms), Search Strategies, \*State Libraries, Success

Identifiers—\*Computer Searches, New York State Library

This updated manual is intended to provide users with complete descriptions of the databases available for database searches, as well as full details of procedures for submitting search requests to the New York State Library. Two major changes in services scheduled to begin on January 1, 1985, are noted in a brief introduction. Sections cover clients and services, including pilot project participants, other users, hospital libraries, and the legislature and state government agencies; computer searching, what it is and its advantages; topic suitability; reference interviews to determine the search topic; factors influencing the success or failure of a database search; receipt of a database printout (citations); and use of Boolean logic to formulate searches. Appendices present a subject guide and descriptions of available databases, charges for database use, procedures for submitting requests by teletype-for database searches through the New York State Interlibrary Loan Network (NYSILL)—or by mail through the state library. Also included are sample database search request forms (NYSILL and mail) and addresses where further questions may be directed. (THC)

ED 257 456

IR 051 123

Cooms, Bill  
Online Searching of Bibliographic Databases: Microcomputer Access to National Information Systems.

Pub Date—Apr 85

Note—29p.; Best copy available. Paper presented at the Annual Computer Symposium and Software Fair (2nd, Louisville, KY, April 21-24, 1985).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Software, \*Databases, \*Forestry, \*Information Retrieval, Information Systems, Microcomputers, \*Online Searching, \*Online Systems, Producer Services, Search Strategies

Identifiers—End Users

This paper describes the range and scope of various information databases available for technicians, researchers, and managers employed in forestry and the forest products industry. Availability of information on reports of field and laboratory research, business trends, product prices, and company profiles through national distributors of bibliographic, numeric, and full-text databases is discussed. The paper also reviews the capabilities and limitations of online searching, explains some of the options and differences between distributors and databases, and highlights those systems that are presently available to individual professionals. A synopsis of issues involved in downloading and the subsequent need for personal literature file management software is also addressed. Appendices, which constitute more than half the report, cover Microcomputer Access to Online Information; Selected Access Software for Online Information Systems; Major Vendors/Distributors of Databases; Comparison of

Selected Online Systems; Comparison of BRS/After Dark with Dialog's Knowledge Index; Sample BRS/After Dark Login and Search; EasyNet Sample Search Screens; A Selective List of Online Database Guides and Directories; and Recommended Personal Bibliographic File Managers. (Author/THC)

ED 257 457

IR 051 124

Reauthorization of the Library Services and Construction Act, 1984. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, Second Session, on Proposed Legislation Authorizing Funds for Programs of the Library Services and Construction Act, March 23, 1984.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Report No.—Senate-HRG-98-1204

Pub Date—85

Note—126p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Construction Programs, \*Federal Legislation, Hearings, \*Library Administration, \*Library Cooperation, Library Facilities, Library Networks, \*Library Planning, \*Library Services, Position Papers, Statewide Planning, Technological Advancement

Identifiers—Congress 98th, \*Library Services and Construction Act, \*Resource Sharing

This document records testimony before the U.S. Senate on the reauthorization of Public Law 84-597, the Library Services and Construction Act (LSCA). The original purpose of the LSCA was to bring library services to rural areas and to those citizens who had previously been deprived of access (the handicapped, disadvantaged, and those who speak English as a second language); library services are currently available to 96 percent of Americans and the number of libraries nationwide has grown to 100,000. The focus of the LSCA in the 1980s is statewide sharing of existing resources; keeping pace with the information technology revolution; and preserving the history that libraries have been asked to keep. The prepared statements that constitute the major portion of the document were presented by experienced practitioners, state librarians, urban library directors, and interested people who have devoted countless hours of volunteer time maximizing the potential of libraries throughout the nation. (THC)

ED 257 458

IR 051 125

Faiboff, Sylvia G.  
A Study of Multitype Library Cooperatives: Including Developments in the Southwest Michigan Library Network, Michigan, California and Texas, with References to New York State and Illinois.

Pub Date—[Jul 84]

Note—96p.; This report was prepared for the Executive Board of the Southwest Michigan Library Network.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Libraries, Elementary Secondary Education, \*Financial Support, Higher Education, History, Interlibrary Loans, \*Library Cooperation, \*Library Networks, \*Library Planning, \*Library Services, Library Surveys, Position Papers, Public Libraries, School Libraries, Special Libraries, State Libraries

Identifiers—Michigan, \*Resource Sharing

This report reviews the activities, structure, and organization of the Southwest Michigan Library Network (SMLN) and provides a review of multitype networking in several other states, sources of funding, and issues in national networking. The SMLN is a cooperative group of 56 libraries located within the five counties of Allegan, Berrien, Cass, Kalamazoo, and Van Buren. It is one of 15 regions of cooperation (ROCs) organized to provide an opportunity for all types of libraries to share resources and to fill interlibrary loan requests within the region, if possible, before referral to the major reference research libraries in the state. Following a preface, the document covers the history and development of the SMLN including its organization, funding, relationship to other cooperatives, and accomplishments. A section on interlibrary cooperation and resource sharing covers legislation, establishment of multitype cooperatives, and coop-



erative services and programs in Michigan's ROCs. An overview examines cooperatives in several other states and provides detailed descriptions of activities in California and Texas. Issues and concerns in multitype networking generally are then outlined, followed by conclusions and recommendations to the SMLN. Data and additional information on multitype library networks are appended, and an extensive bibliography is provided. (THC)

ED 257 459 IR 051 126

Merrill-Oldham, Jan  
Preservation Education in ARL Libraries. SPEC  
KH 113.

Association of Research Libraries, Washington,  
D.C. Office of Management Studies.

Pub Date—Apr 85

Note—173p.

Available from—Systems and Procedures Exchange Center, Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Avenue, NW, Washington, DC 20036 (\$20.00 per kit prepaid).

Pub Type—Collected Works - General (020) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Libraries, Communications, Emergency Programs, Guidelines, Higher Education, Job Training, Library Administration, Library Collections, Library Materials, Library Personnel, Methods, Policy, Preservation, Program Development, Research Libraries, Training Methods

Identifiers—Association of Research Libraries

This kit is the result of a written request for sample materials from 35 ARL (Association of Research Libraries) members known to have active preservation programs. Twenty-three libraries responded, and of those, 16 contributed documents—some of which are included here. This kit contains four preservation-related policy statements; 32 examples of staff training materials, for preservation orientation, general information, audiovisual programs, specific information, treatment procedures, library newsletters, and hands-on workshops; 14 examples of reader education, including handouts, newspapers and other publication articles, and signs; 6 examples of donor information; and 4 descriptions of exhibits. This kit was developed partially to supplement and update a Resource Notebook on Preservation Planning Program. The institutions represented are Columbia University, Stanford University, New York Public Library, State University of New York at Albany, Yale University, University of Connecticut, Southern Illinois University, Brigham Young University, University of Michigan, University of Texas at Austin, Princeton University, University of Utah, University of Cincinnati, and University of Missouri at Columbia. (THC)

ED 257 460 IR 051 127

Iffland, Carol D., Ed.  
Branching Out in Youth Services.  
Illinois State Library, Springfield.

Pub Date—Jan 85

Note—107p.

Available from—Publications Unit, Illinois State Library, Centennial Building, Springfield, IL 62756 (first copy is free).

Journal Cit—Illinois Libraries; v67 n1 Jan 1985

Pub Type—Collected Works - Serials (022) — Reports - General (140) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adolescents, Children, Children's Literature, Computers, Library Collections, Library Cooperation, Library Materials, Library Planning, Library Services, Nonprint Media, Position Papers, Public Libraries, School Libraries, State Libraries, Story Telling, Youth Programs

Identifiers—Illinois, Resource Sharing  
These articles provide testimony in support of youth services which have been and continue to be a vital part of public library service in Illinois. Organized around the symbol of a mighty oak tree, the articles are divided into three sections: (1) The Trunk—based on strong roots with the past, standards, goals, and objectives are formulated; (2) The Branches—youth services in libraries are working with others in sharing services, facilities, and materials; (3) and The Leaves—changing with the times, youth services offer a new twist to an old program, an introduction to information in a form other than books, and excitement in sharing experiences with

others. The first section comprises one article on standards, four on special collections, and two on literature trends. The second section comprises six articles on cooperation, one on friends of the library, two on cable television, two on summertime programs, and one on library users for whom English is a second language. The final section comprises six articles on telling tales, five on involvement programming, two on special events such as fairs, two on computers and kids, and two on toys and games. A list of the Illinois State Library Advisory Committee members and a directory of employees of the State Library are included. (THC)

ED 257 461 IR 051 128

Cooper, Lynn  
Patient Education Thesaurus.

Pub Date—Mar 85

Note—61p.

Pub Type—Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classification, Health Education, Health Services, Library Materials, Medical Libraries, Patient Education, Public Health, Special Libraries, Subject Index Terms, Thesauri

This thesaurus was compiled to make the materials in the Patient Education Room of the Donald J. Vincent Medical Library at Riverside Methodist Hospital, Columbus, Ohio, more accessible to patients. Subjects are grouped in fairly broad categories (e.g., Aging & Problems of Aging; Alcohol & Alcohol Abuse; Careers in the Medical Field; Childhood and Childhood Problems; Domestic Violence, Child Abuse & Sexual Assault; Infectious Diseases; and Reconstructive & Plastic Surgery). Main subject headings are in all capital letters. Cross references (USE, USED FOR, and RELATED TERM) are included as often as possible. General classifications of books on each subject and titles of videotapes available to patients and their families are included. Each pamphlet or brochure in the collection has been marked with a two or three letter alphabetic code to aid in reshelving. This document may aid others in organizing a collection of medical information for easy access by the public. (THC)

ED 257 462 IR 051 129

Van Orden, Richard  
Landmarks of Science: Microforms Cataloging Project, September 1981-December 1983.  
Utah Univ., Salt Lake City. Marriott Library.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Dec 83

Grant—G008101211

Note—22p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Cataloging, Higher Education, Information Networks, Information Retrieval, Information Storage, Library Collections, Microforms, Program Evaluation, Program Implementation, Research Libraries, Science History

Identifiers—OCLC, University of Utah

To improve bibliographic access to the individual works contained in "Landmarks of Science" and "Landmarks II," two comprehensive microform collections of materials related to the history of science, the staff of the University of Utah Libraries cataloged the individual titles. Staff members with backgrounds in Renaissance studies, history, philosophy, and science, and language capabilities in Greek, Latin, German, French, Italian, and Spanish, entered the monographs and serials into the OCLC database according to the standards of the second edition of the Anglo-American Cataloging Rules. Entry in OCLC has provided search capabilities not only to University of Utah Library patrons, but also to users at any of the 4,000 libraries using this bibliographic utility. This five-part project report comprises: (1) a discussion of the grant proposal; (2) an explanation of the organization of the project; (3) a description of the methods used for cataloging the microforms titles; (4) a discussion of the historical value of the "Landmarks Set"; and (5) footnotes to the body of the document. (THC)

ED 257 463 IR 051 130

Shurif, David  
Utilization of Public Library Research.

Pub Date—Sep 84

Note—22p.

Pub Type—Information Analyses (070) — Opinion

Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Information Dissemination, Information Science, Library Administration, Library Planning, Library Research, Library Science, Literature Reviews, Public Libraries, Research Methodology, Research Utilization

Research on public libraries is conducted in library and information science schools, commercial firms, state library agencies, research institutes, and some public libraries and library systems. While a number of library science professionals demand research, there appears to be a lack of the communication of research results so that they may be used by practitioners. It is suggested that very little is known about what public library research gets used, by whom, for what purposes, and with what, if any, impact. That this problem has been recognized by the library community is evidenced by the fact that research utilization is included as one of the major items on the library and information science research agenda for the 1980s. Based on a review of literature, this paper describes methodologies that have been used in library research and suggests a variety of reasons why public librarians have not put the research findings to use, including: bibliographic methods for locating and disseminating public library research to practitioners are inadequate; the majority of knowledge utilized by public librarians is "soft knowledge," and empirical studies on the utilization of library research are few; many researchers are indifferent to the diffusion of their results; and public library research findings are often written in a form unacceptable to practitioners. The problem solving approach is described as the most common approach of public librarians to research. The paper concludes with recommendations for more effective dissemination and, therefore, utilization of public library research. (THC)

ED 257 464 IR 051 131

Lavender, G. B., Findlay, Margaret A.  
Australian Thesaurus of Education Descriptors. A Word-Stock for Indexing and Retrieving Australian Educational Literature.

Australian Council for Educational Research, Hawthorn.

Spons Agency—Australian Education Council, Canberra.

Report No.—ISBN-0-85563-385-9

Pub Date—84

Note—271p.

Available from—Distribution Services, Australian Council for Educational Research, PO Box 210, Hawthorne, Vic. 3122 (Aus \$39.00).

Pub Type—Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Education, Foreign Countries, Indexing, Information Retrieval, Information Sources, Information Systems, Online Searching, Online Systems, Subject Index Terms, Thesauri, Vocabulary

Identifiers—Australia, Educational Information, ERIC

This core thesaurus of terms suitable for indexing Australian educational literature was developed by the Australian Council for Educational Research by means of a systematic and thorough revision of the "Thesaurus of ERIC Descriptors." Based on the actual terminology of education in Australia, this thesaurus includes: key words and phrases used by indexers as subject headings, or "descriptors," in information retrieval systems; an alphabetical display of all subject index terms (headings); extensive scope notes to clarify meaning and usage of terms; and a full introduction and comprehensive explanatory chapters. Introductory materials include sections on thesaurus development, vocabulary maintenance, the Australian Education Index database, information retrieval search aids, guidelines for indexing, structure and format of the thesaurus, and descriptor groups. (THC)

ED 257 465 IR 051 132

Copyright Basics, Circular R1.  
Library of Congress, Washington, D.C. Copyright Office.

Pub Date—Dec 83

Note—13p.

Available from—Publications on Copyright, Information and Publications Section, LM-455, Copyright Office, Library of Congress, Washington, DC 20559.

Pub Type—Legal/Legislative/Regulatory Materi-

als (090) — Reference Materials (130)  
**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—\*Copyrights, \*Federal Regulation,  
 Legal Responsibility, Methods, \*Publications,  
 Publishing Industry  
 Identifiers—\*Copyright Law 1976, \*Copyright Of-  
 fice

This circular answers some of the questions that are frequently asked about copyright, a form of protection provided by the laws of the United States to the authors of "original works of authorship" including literary, dramatic musical, artistic, and certain other intellectual works. The Copyright Act of 1976 (title 17 of the United States Code), which came into effect on January 1, 1978, is the first general revision of U.S. copyright law since 1909. It makes important changes in the U.S. copyright system and supersedes the previous Federal copyright statute. This document includes sections on: what copyright is, who can claim it, copyright and national origin of the work, the manufacturing clause, what works are protected, how to secure a copyright, publication, notice of copyright, how long copyright protection endures, transfer of copyright, termination of transfers, international copyright protection, copyright registration, registration procedures, corrections and amplifications of existing registrations, mandatory deposit for works published in the United States with notice of copyright, use of mandatory deposit to satisfy registration requirements, who may file an applications form, application forms (for different types of publications and different purposes), mailing instructions, fees, effective date of registration, and availability of further information. (THC)

**ED 257 466** IR 051 133  
 Ming, Marilyn MacDonald, Gary W.

A Cooperative Project for the Development and Delivery of Training to Rural Library Staff across Alberta. First Phase Report.

Grant: MacEwan Community Coll., Edmonton (Alberta); Southern Alberta Inst. of Technology, Calgary.

Spons Agency—Alberta Advanced Education and Manpower, Edmonton.

Pub Date—Apr 85

Note—191p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—\*Cooperative Programs, Curriculum Development, Demography, \*Distance Education, Educational Needs, Foreign Countries, \*Job Training, \*Library Personnel, Library Services, Library Statistics, Library Services, Needs Assessment, Public Libraries, Questionnaires, \*Rural Areas, School Libraries

Identifiers—\*Alberta, Canada

The Rural Library Training Project has been undertaken to design and implement a basic training curriculum for the staff of rural school and public libraries in Alberta, Canada. The first phase, Planning and Analysis, began on December 1, 1984, and this official report covers activities to April 1, 1985. Phase One addressed the nature of the training needs common to library staff in rural public and school libraries, and began to investigate methods of delivery training to such a thinly distributed population that would be cost-effective, and ways of organizing the resources of many types of institutions into a delivery network to deliver this training effectively. This report presents the results of an extensive survey of the target group, as well as the results of a literature search, discussions with library consultants throughout the province, and a survey of human and materials resources. An 11-page questionnaire designed to elicit data on the demographics of the target group (education background, types and sizes of the libraries in which they work, kinds of services offered, perceived training needs, and preferred learning experiences) was mailed to 246 public librarians and 668 school librarians, and received a 53% response rate. Plans for Phases Two and Three, and a revised budget and timeline are also included. The survey instrument, a selected bibliography, and supporting data are appended. (THC)

**ED 257 467** IR 051 134  
 Hunt, Judith Lin

Long Range Plan: Academic Years 1984/85 through 1988/89. Information Services: Center for Educational Resources: Helene Field Learning Resources Center, Learning Center, Library Information Services: Stamford/Greenwich Cen-

ter for Higher Education; Media Services; University Library; WPKM AM-FM Radio Station. Bridgeport Univ., Conn.  
 Pub Date—84  
 Note—138p; Prepared at the Magnus Wahlstrom Library.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Academic Libraries, Adult Education, \*Educational Planning, \*Educational Resources, Higher Education, \*Information Dissemination, \*Information Services, Instructional Materials, Learning Resources Centers, Library Materials, \*Library Planning, \*Library Services, Long Range Planning, Technological Advancement

Both Bridgeport University and the division of Information Services have undergone many changes in the past few years as the university has restructured its colleges, established the Metropolitan College for adult learners, introduced a core curriculum for undergraduates, and placed increasing emphasis on professional programs. Information Services has been restructured to form a division offering educational and cultural services to the university and its community. This long-range plan is designed to provide guidance in planning for services, resources, and facilities that must take into account new needs and concerns. The document presents an overview of the operations and services of each of the following departments and makes recommendations for the restoration, enhancement, and improvement of their services to the university community: Information Services; Center for Educational Resources; Library Information Services—Stamford/Greenwich Center for Higher Education; Media Services; University Library; and WPKM AM-FM Radio Station. Histories, staffing patterns, and operating budgets for many of the departments are discussed. (THC)

**ED 257 468** IR 051 135  
 Connolly, Bruce LaGuardia, Cheryl

An Interlibrary Loan Cost Study.

Union Coll., Schenectady, N.Y. Schaffer Library.

Pub Date—[83]

Note—16p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Libraries, \*Cost Effectiveness, Higher Education, Input Output Analysis, \*Interlibrary Loans, Library Administration, \*Library Expenditures, Library Research, Library Services, Library Statistics, \*Program Effectiveness

Identifiers—\*Union College NY

This interlibrary loan (ILL) cost study was conducted at Union College Library in Schenectady, New York, in order to provide immediate feedback about ILL as well as to serve as a potential management tool for library and college administrators. This report describes the financial statistics of a 3-year period of use of ILL services at this small, private college library. Following a review of previous cost studies, the researchers chose to use available year-long data sets to calculate (rather than estimate) interlibrary loan transaction costs as precisely as possible. Costs per transaction were calculated based on the actual costs of insurance, fees, and charges incurred by the library on behalf of patrons; telecommunications; local library council dues; salaries, wages, and fringe benefits; and on closely figured estimates of postage, photocopying expenses, and overhead for all regular and student employees' salaries and wages. This paper includes an interpretation of the study results, discussion and conclusions, and numerous tables presenting the detailed costs by academic year and percentage increases in both extra-organizational ILL cost components, and extra-organizational cost shifts. (THC)

**ED 257 469** IR 051 136  
 Park, Chung I.

Transforming Librarians.

Pub Date—85

Note—17p; Use of colored paper may limit reproducibility.

Available from—COINT Reports, AD Digest, PO Box 165, Morton Grove, IL 60053 (\$14.00 per year, subscription; \$2.95 per single issue).

Journal Cit.—COINT Reports; v 5 n 5 1984

Pub Type—Information Analyses (070) — Opinion Papers (120) — Collected Works - Serials (022)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Information Science, \*Information Scientists, Library Automation, \*Library Education, \*Library Personnel, Library Planning, Library Services, Library Technical Processes, \*Minimum Competencies, Occupational Mobility, \*Professional Development, Professional Recognition, Professional Training, Promotion (Occupational)

New information technologies have begun to help librarians transfer their routine procedures and tasks to nonprofessional staff and library users, which allows them to begin to be relieved from the boredom of glorified clerical work. Developments in information technology also allow librarians to see their work from new and different perspectives. The signs of shifting trends are evident everywhere: name changes of library schools; increasing numbers of library school graduates pursuing nontraditional areas of library service; an urgent need to establish a unified concept of information professionals whose identity will be established through education, training, and practice; and a new emphasis on defining minimum competencies of information professionals to be validated by peer review. Education and training requirements can be established by comparing the required competencies in the workplace against those being provided through education and training. As deinstitutionalized information consultants, librarians have an opportunity to market their expert knowledge and skills to people who know the difference. New roles and functions for librarians include information consultants and producers; information gatekeepers and intermediaries; end-user educators; managers and leaders; data analysts in data administration centers; preservers of knowledge; and information equalizers. It appears that the role of a client-centered, deinstitutionalized librarian will increase the professional status of librarianship. The private information consultant may serve as a model by which employers and information users can measure the performance of the institutionalized librarians. (THC)

**ED 257 470** IR 051 137  
 Dolak, Frank J.

Academic Library Literature, 1961-1984: A Selective, Annotated Bibliography.

Pub Date—May 85

Note—17p.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Libraries, Annotated Bibliographies, \*Budgeting, \*Decision Making, \*Library Administration, \*Library Personnel, \*Library Planning, Library Research

This annotated bibliography provides citations for selected English language journal articles and books that stress and address general, broad concerns of the academic library. Following citations of two bibliographies, the citations are presented in six general categories: (1) budgeting (12 titles); (2) decision making (9 titles); (3) directing (19 titles); (4) organizing (9 titles); (5) planning (8 titles); and (6) staffing (10 titles). Where a citation is concerned with more than one area of administration, the main focus of the article or book is used to categorize it. (Author/THC)

**ED 257 471** IR 051 138  
 Marchionini, Gary And Others

Learning to Use an Online Circulation System.

Final Report.

Maryland Univ., College Park. School of Library and Information Services.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date—1 Jun 85

Contract—CLR-791-B

Note—48p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Libraries, College Students, \*Computer Assisted Instruction, Correlation, Higher Education, \*Intermediate Differences, Learning Modules, Library Automation, \*Library Circulation, Library Guides, Library Personnel, Library Research, Media Selection, \*Online Systems, \*Videotape Recordings

Identifiers—\*Instructional Effectiveness, \*Printed Materials, University of Maryland College Park  
 A study conducted at the University of Maryland, College Park campus compared the effectiveness of

three instructional media for presenting introductory training in the use of an online circulation system. Modules based on a common set of instructional objectives and examples were developed and delivered using three formats: a print packet, a videotape, and an interactive session at a computer terminal with print support. A total of 51 subjects from 2 library science classes and a set of student library workers were assigned to the treatment groups. The instructional sequence (script) presented an overview of the automated library system and explanations of the primary functions of the circulation system: searching for a book by author, title, or call number; placing a hold; and obtaining patron information. (Appendix A presents the text version of the script.) The interactive version (Appendix B) used the same explanations, but subjects worked through examples at a terminal connected to the circulation database. The video version consisted of a narration of the script with displays of actual terminal screens for examples. A 15-question achievement test plotted procedural, interpretive, and general points on one dimension, and system overview, search, hold, and patron functions on the other. A 13-item questionnaire was appended to the final test instrument to obtain demographic data and comments (Appendix C). Although no statistically significant differences were found on the achievement measure, subjects in the video treatment group performed slightly better than subjects in the text group, and both of these groups performed better than subjects in the interactive group. A discussion of the results and their implications and areas where additional research is needed conclude the report. (THC)

**ED 257 472** IR 051 139  
Library and Information Services in a Learning Society. Annual Report, 1983-84. National Commission on Libraries and Information Science, Washington, D. C.  
Pub Date—[85]  
Note—83p; For a related document, see ED 241 013.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

**Pub Type**—Reports - Descriptive (141)  
**EDRS Price** - MF01/PC04 Plus Postage.  
**Descriptors**—\*Accessibility (for Disabled), Annual Reports, Disabilities, Functional Literacy, \*Information Dissemination, \*Information Services, \*Library Services, \*Lifelong Learning, Older Adults, Rural Population  
**Identifiers**—\*National Commission Libraries Information Science

This report details the library/information policy and planning activities of the National Commission on Libraries and Information Science (NCLIS) for the fiscal year 1984. During the year, the NCLIS placed particular emphasis on several areas of immediate concern: the importance of library and information services in lifelong learning; the improvement of access to information for special population groups (including elderly persons, rural and urban residents, and the functionally illiterate); and the crucial role of information in building a more productive society. In addition to discussions of each of the above issues, the report lists NCLIS commission members and commission staff, FY 1984 highlights, staff activities, international operations, and future plans. Appendices comprise: the National Commission on Libraries and Information Science Act (Public Law 91-345); a summary of the report, "Toward a National Program for Library and Information Services: Goals for Action"; lists of NCLIS publications; projects and former members; and a fiscal statement for FY 1984. (THC)

**ED 257 473** IR 051 141  
Edwards, Anne G., Ed. Ross, Betsy A., Ed.  
Reference Services: Policies and Procedures. Missouri Univ., Columbia. Library.  
Pub Date—Aug 84  
Note—61p.

**Pub Type**—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090) — Reference Materials (130)

**EDRS Price** - MF01/PC03 Plus Postage.  
**Descriptors**—\*Academic Libraries, Guidelines, Higher Education, Information Services, \*Library Administration, Library Collections, Library Instruction, Library Personnel, \*Library Services, Methods, Online Searching, Policy, Position Papers, \*Reference Materials, \*Reference Services Identifiers—\*University of Missouri Columbia

Prepared to provide guidance in the provision of reference service, this statement expresses the understanding between the library administration and the Reference Services Department of Ellis Library at the University of Missouri-Columbia concerning the manner in which the department's responsibilities are to be carried out. The procedures will be used as a manual for orienting new staff members, as well as a source of information for reference staff or library administrators. This manual covers the following: (1) reference services, including goals, ethics, and organization; (2) library users, including guidelines for providing special service; (3) priorities, including service to individual readers, instructional services, and subject specialists; (4) desk service, including a general statement, telephone inquiries, circulation of restricted materials, referrals, donations of books or periodicals, and assisting users at the card catalog; (5) bibliographic services, including those initiated by the reference department and direct user requests; (6) computer-assisted literature searching (LITQUEST), including staff requirements and the various services offered; (7) reference correspondence; (8) orientation and instruction; and (9) the reference collections. Appendices contain the American Library Association (ALA) Statement on Professional Ethics, an organization chart, the ALA Interlibrary Loan Code, Ellis Library Emergency Procedures, and Procedures for LITQUEST Searching. (THC)

**ED 257 474** IR 051 143  
School Library Resources Program. Final Report, 1983-1984.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

**Pub Date**—Mar 85  
Note—54p; For 1982-83 evaluation report, see ED 241 033.

**Pub Type**—Reports - Evaluative (142) — Tests/Questionnaires (160)  
**EDRS Price** - MF01/PC03 Plus Postage.

**Descriptors**—\*Computer Managed Instruction, Elementary Secondary Education, Input Output Analysis, \*Learning Resources Centers, \*Library Automation, Library Collections, \*Library Services, Models, Nonprint Media, Program Evaluation, Questionnaires, \*School Libraries, School Surveys, Use Studies  
**Identifiers**—\*District of Columbia

Data for this evaluation of the District of Columbia Public Schools (DCPS) School Library Resources Program as operated during the 1983-84 school year were collected via surveys of library media specialists and teachers. The stated objectives of the program scheduled for attainment by June 1984 called for planning a pilot program for computer-managed library-media services; the implementation of an average of three of the services in the four pilot senior high school library media centers; and planning for and establishment of High-Tech Science and Mathematics Information Banks in at least 80% of the library media centers. Findings indicated that the project coordinator and an advisory group of library media specialists had researched materials and recommended selection criteria for the project; the seven potential computerized services to be established were file maintenance operation, book circulation, records of overdue fines and fees, collection reporting, reading lists, cataloging and bibliographic retrieval, and patron recordkeeping; the project plan had been developed but, due to difficulties in ordering the computers, the pilot program in the four schools did not take place; a 21-page core list of materials appropriate for a mathematics/science information bank had been developed; and library media specialists had submitted plans for their banks but materials ordered did not arrive until the end of the school year. This report describes the project, the design of the evaluation methodology, and evaluation results. Extensive appendices include questionnaires and summaries of results. (THC)

**ED 257 475** IR 051 144  
Mech, Terrence F.  
Staffing in Twenty Midwest College Libraries: Some Notes on Comparative Data, with Selected Library Statistics for 1982-1983.

**Pub Date**—83  
Note—21p.

**Pub Type**—Reports - Research (143)  
**EDRS Price** - MF01/PC01 Plus Postage.

**Descriptors**—\*College Libraries, Comparative Analysis, Correlation, Higher Education, Liberal Arts, \*Library Circulation, \*Library Personnel,

\*Library Services, Library Standards, \*Library Statistics, Research Methodology, Research Needs, Staff Role

This report compares levels of staffing in the libraries of 20 midwest liberal arts colleges. (Noting that libraries all have different organizational structures and different types and levels of service, the study notes the danger of inappropriate comparisons.) Data for this paper were taken from "1982-83 Library Data: Associated Colleges of the Midwest" and "1982-83 Library Data: Great Lakes College Association." Tables and text present statistics on the following: enrollment and collection data; staffing levels; staff per full time equivalent students; librarians per support staff; hours of student assistance; hours of student assistance in full-time support staff equivalents; circulation and interlibrary loan transactions; circulation and interlibrary loan transactions correlated with professional staff and with total staff; enrollment and circulation correlated with reference questions; and volume total and enrollment correlated with circulation. The second part of the document, "Selected Library Statistics," presents statistical information on five 4-year colleges in northeastern Pennsylvania. The collection instrument used is a modified version of an instrument developed by the Council on Independent Colleges to examine staffing levels; the levels are divided by service area for professional and support staff. (THC)

**ED 257 476** IR 051 145  
d'Orleans, Jacques

The Status of Archivists in Relation to Other Information Professionals in the Public Service in Africa: A RAMP Study.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

**Report No.**—PGL-85/WS/2  
**Pub Date**—85  
Note—55p.

**Pub Type**—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price** - MF01 Plus Postage. PC Not Available from EDRS.

**Descriptors**—\*Archives, Comparative Analysis, \*Developing Nations, Documentation, Information Scientists, \*Information Services, Job Skills, \*Job Training, Libraries, \*Library Personnel, Occupations, \*Professional Training, Questionnaires, Records (Forms), Surveys  
**Identifiers**—\*Africa

Prepared under contract with the International Council on Archives, this study is intended to promote the development of the archival and records management professions in Africa by providing basic data on their status in relation to other information professions in the public service, particularly librarians and documentalists. It addresses the basic problems of recruitment, training, employment qualifications, conditions of service, and career opportunities. A 6-page questionnaire was used to collect data. Responses to the questionnaire were received from 8 English-speaking and 12 French-speaking countries. Following an introduction, the findings are presented in eight sections: (1) number of information professionals; (2) recruitment requirements and teaching institutions recognized by governments; (3) ministries to which information services are attached; (4) official status of archivists; (5) recruitment of archivists; (6) promotion of archivists; (7) salary scales of archivists; and (8) comparative status of information professionals. A number of general conclusions and many specific recommendations conclude the report. A bibliography and the survey questionnaire are included. (THC)

**ED 257 477** IR 051 146  
A Study of the Value of Information and the Effect on Value of Intermediary Organizations, Timeliness of Services & Products, and Comprehensiveness of the EDB. Volume 1: The Value of Libraries as an Intermediary Information Service; Volume 2: The Value of the Network Energy Software Center and the Radiation Shielding Information Center; Volume 3: The Effects of Timeliness and Comprehensiveness on Value.

King Research, Inc., Rockville, Md.  
Spons Agency—Department of Energy, Washington, DC. Technical Information Center.

**Report No.**—DOE/NBM-1078  
**Pub Date**—Sep 84

Note—131p.  
**Pub Type**—Reports - Research (143)



**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Computer Software, \*Databases, \*Information Centers, Information Dissemination, Information Needs, Information Retrieval, Information Seeking, \*Information Services, Information Sources, Library Research, Online Systems, \*Scientific and Technical Information, \*User Satisfaction (Information), Use Studies Identifiers—Intermediaries, \*Value Added

This document reports in three volumes the results of a series of surveys designed to: (1) determine what contribution intermediary information transfer organizations such as libraries and information analysis centers make to the value of information; (2) assess the value of two somewhat different software information analysis centers and the value of their products and services; and (3) investigate the importance of timeliness and comprehensiveness to the value of information found in technical reports and journal articles. Data were collected from six surveys. The first was a study of the population of scientists and engineers from nine fields of science conducted as part of a National Science Foundation study. It involved estimating many variables related to authorship, journal use, library use, numeric database searching, and bibliographic database searching. Demographic information identifies scientists and engineers funded by the Department of Energy (DOE). The second, a survey of managers, administrators, operational professionals, and scientists and engineers engaged in research and development at Rocky Flats, Rockwell Energy Systems Group, and Oak Ridge National Laboratory (ORNL), obtained information about general reading, library use, awareness of services, and satisfaction with services. In addition, four surveys were conducted at the three library locations to obtain detailed information about recent use of specific library materials and services. Detailed analyses including numerous tables and figures present the findings of these studies. (THC)

ED 257 478

IR 051 147

Van Pulis, Noelle

User and Staff Education for the Online Catalog.

Pub Date—8 Jun 85

Note—19p.; Paper presented at the Spring Meeting of the Northern Ohio Technical Services Librarians (University Heights, OH, June 8, 1985).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Libraries, Higher Education, Information Needs, Instructional Materials, Library Automation, \*Library Catalogs, \*Library Instruction, Library Personnel, Library Skills, \*Online Systems, \*Skill Development, \*Training Methods

Identifiers—Library Users, Ohio State University, \*Online Catalogs

Prior to describing methods employed to teach both library users and staff how to use the online catalog at Ohio State University (OSU), this paper presents a background of the development of the online catalog, now called LCS (Library Computer System), and a chronology of important points in the 17-year development, enhancement, and evolution of the online system. Among the basic elements required for staff and user training for the online catalog are a similar response and commitment on the part of the library to meeting the needs of both groups. The common requirements of the training programs include library personnel willing and qualified to lead workshops and meetings, and personnel able to write clear documentation and training materials. Other common features of training programs for both staff and public users include: (1) database content, (2) communication requirements, (3) display content, and (4) change, e.g., new system features. For both the staff and the public it is necessary to accommodate different levels of background and preferences in instructional approaches. The individual program designed must be feasible within the organizational structure and size of the particular library, including attention to such things as content and frequency of training, and times and places in which it will be offered. (THC)

JC

ED 257 479

JC 830 483

Compilation of Statistical Data concerning the

**Community Colleges of the State of New Jersey**

[for 1978/79]

New Jersey State Dept. of Higher Education, Trenton. Office of Community Coll. Programs.

Pub Date—80

Note—45p.; Prepared by the Council of County Colleges.

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Associate Degrees, College Faculty, \*Community Colleges, \*Educational Finance, \*Enrollment, Expenditures, Income, Minority Groups, \*Remedial Instruction, State Surveys, \*Student Characteristics, Teacher Salaries, Two Year Colleges, Two Year College Students Identifiers—\*New Jersey

This report provides selected statistical data about the community colleges of New Jersey in the areas of enrollments, degrees conferred, skills data, finances, and faculty. Introductory material includes a fact sheet on the state's community colleges, a listing of State Board of Higher Education members, a list of colleges and their dates of establishment, and a list of associate degree programs. Next, data are provided on enrollments, focusing on full credit courses; full-time equivalents (FTEs); opening fall enrollments; credit and non-credit FTE enrollments; headcount distribution; enrollments by age category and sex for fall 1979; minority enrollments and percent distributions; and percentages of full- and part-time students attending from county of sponsorship. The next section provides data on associate degrees conferred by sex, race, and area for fiscal year 1979. Data are then presented on students identified as receiving basic skills tests, needing and receiving remediation; and the skills programs offered at the community colleges. Next, financial statistics are provided, including costs per FTE, contributions and proportions of contributions to educational and general revenue by state, county, tuition, and other; summaries of sources of unrestricted revenue and educational and general expenditures; plant fund authorizations; salary information on major administrators; state appropriations for higher education; 1981 budgeted FTE's; higher education price index for 1967-79; comparison of budgeted state support per FTE for 1968-81; and fixed assets. Finally, information on faculty salaries, tenure status, and affiliation of bargaining agents is presented. (HB)

ED 257 480

JC 840 236

Anderson, Robert A., Jr.

Institutional Response through Strategic Planning.

Pub Date—[84]

Note—17p.; Materials presented at the Critical Issues Seminar sponsored by the American Association of Community and Junior Colleges and Tarrant County Junior College District (Hobbs, New Mexico).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Environment, \*College Planning, Community Colleges, Long Range Planning, Organizational Objectives, \*Program Development, Resource Allocation, Two Year Colleges Identifiers—\*New Mexico Junior College, \*Strategic Planning

Information is presented reflecting the process of planning at New Mexico Junior College (NMJC). First, the NMJC mission statement highlights the college's goals of providing opportunities for individuals, communities, and business and industry within the framework of a comprehensive community college. Next, NMJC's continuous objectives and specific objectives for 1983-84 are presented, with reference to the college master plan. Then, the planning principals for the next 3 years are outlined, including the conception of planning as a process; the involvement of staff in the broad based planning effort; the planning procedures; and the results. The following section presents the steps involved in the planning cycle for upgrading of NMJC's computer system, including an analysis of existing conditions, objectives, and methods of attaining these objectives. Graphs depicting various aspects of the planning model are included throughout the paper. (HB)

ED 257 481

JC 850 017

Faculty Evaluation and Merit Pay at Mountain Empire Community College.

Mountain Empire Community Coll., Big Stone Gap, Va.

Pub Date—2 Jan 85

Note—49p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*College Faculty, Community Colleges, \*Evaluation Criteria, \*Evaluation Methods, Faculty College Relationship, Faculty Development, \*Faculty Evaluation, \*Merit Pay, \*Teacher Effectiveness, Two Year Colleges

Information is provided on various aspects of the faculty evaluation and development system at Mountain Empire Community College (MECC). The compilation includes: (1) a statement of the purposes of the faculty evaluation and development system; (2) evaluation procedures; (3) definitions of key terms; (4) an explanation of the Index of Success Rating (ISR), the main feature of MECC's faculty evaluation system, which determines salary, promotion, retention, and reappointment; (5) a timetable for evaluation, reappointment, non-reappointment, and promotion; (6) an explanation of the rating scale used in the evaluation; (7) a student opinion of instruction questionnaire; (8) faculty evaluation agreement forms and other evaluation materials for the Arts and Sciences Division, the Division of Mining and Industrial Technology, the Division of Business Technology, student services personnel, division chair, and the Learning Resources Center; (9) explanations of how to obtain quantified ratings; (10) a merit raise worksheet; and (11) relevant sections of MECC's faculty compensation plan. (HB)

ED 257 482

JC 850 078

Spitzer, Manon

Report on Exxon Education Foundation-Funded

Project to Increase International Dimensions of Community College Curricula.

Universities Field Staff International, Inc., Hanover, NH.

Pub Date—[84]

Note—18p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Curriculum, \*Community Colleges, \*Curriculum Enrichment, \*Faculty Development, Instructional Materials, \*International Studies, Two Year Colleges

Identifiers—\*Universities Field Staff International

A description is provided of a project conducted by Universities Field Staff International (UFSI) to increase the international dimension of community college education in the Northeastern U.S. through a series of faculty and curriculum development workshops. Section I defines the origins of the project, describing community college interest in the comprehensible, non-jargon, and cross-disciplinary materials offered by UFSI; and highlighting previous community college efforts in internationalizing the curricula and initial planning meetings. Section II presents the project's goals, assumptions, and accomplishments related to: (1) the development of an awareness of and commitment to international education among community colleges in the northeast; (2) the stimulation of community college faculty interest in adding an international component to their teaching; and (3) the development of curriculum materials and learning modules that could be added to existing courses. In section III, project activities are summarized, with focus on particular programs at participating colleges. Finally, section IV offers conclusions and recommendations for further work in this field. A descriptive brochure on the UFSI is appended. (AYC)

ED 257 483

JC 850 106

Cantrell, Charles C.

A Comparison of Various Teaching Philosophies and Qualifications at a Selected Kentucky Community College.

Pub Date—84

Note—66p.; Graduate seminar paper, Tennessee Technological University.

Pub Type—Reports - Research (143) — Dissertations/Theses - Undetermined (040)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*College Faculty, \*Community Colleges, \*Educational Philosophy, Females, Full Time Faculty, Males, \*Teacher Attitudes, \*Teacher Qualifications, \*Teaching Methods, Teaching Styles, Two Year Colleges

Identifiers—\*Elizabethtown Kentucky Community College

This report presents a discussion of the educa-

tional philosophy of community college instructors and provides results of a study of full-time faculty members at Elizabethtown Kentucky Community College (EKCC) conducted to compare the philosophy and values of community college faculty and the implications of the differences among faculty for education in the community colleges. After introductory material discusses the role of the community colleges in Kentucky, chapter 2 provides a review of the literature on community colleges and their instructors, including a discussion of the goals and functions of the colleges, different approaches to teaching among community college faculty, and classifications of instructor types in the colleges. Chapter 3 provides results of a study of 39 of 48 full-time faculty members at EKCC conducted to examine differences in philosophical attitudes and values regarding education among the faculty surveyed. The study results indicated that a much higher percent of female instructors were student-oriented than male instructors; and that the holders of higher degrees were less likely to accept new teaching ideas and were more subject-oriented than their counterparts who did not possess higher degrees. Chapter 4 then provides conclusions drawn from the study, including a questioning of the value of possession of a doctoral degree for community college faculty; a suggestion that the colleges hire faculty who have taken courses in teaching techniques, testing, and technology, and a course in the history and philosophy of the community college; and a classification of faculty into types based on their philosophical orientation toward teaching. The survey instrument is appended. (HB)

ED 257 484 JC 850 123

Wright, Irene  
Handbook for Articulation Task Forces, 1984-85.  
Arizona Board of Regents, Phoenix, Arizona State Board of Directors for Community Colleges, Phoenix.

Spons. Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.  
Pub Date—Mar 85

Note—32p; Developed by the Academic Program Articulation Steering Committee for the "Improving the Articulation-Transfer Function between Two- and Four-Year Institutions Project".

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Articulation (Education), Colleges, College Transfer Students, Community Colleges, \*Intercollegiate Cooperation, Postsecondary Education, \*Transfer Programs, Two Year Colleges, Universities

Identifiers—\*Arizona

Designed to assist community college and university representatives from specific academic disciplines in their discussions of articulation of degree programs, curricula, transfer of students and other related topics, this handbook provides information on how to implement statewide postsecondary articulation and outlines the duties and responsibilities of the chairpersons and members of the articulation task forces (ATF). Following introductory comments on the articulation project, the guidebook defines articulation and the role of the ATF. The next section enumerates the official activities of an ATF (e.g., facilitates the transfer of credits from the community colleges to the universities, develops methods to communicate accurate information to students, reviews and updates the content of the "Arizona Higher Education Course Equivalency Guide," and establishes a communication process regarding program changes. Next, the responsibilities of the ATF chair and members before, during, and after the meetings are outlined. Appendices include information on the Academic Program Articulation Steering Committee; samples of information on ATF meetings and reports; and samples of other articulation materials. (LAL)

ED 257 485 JC 850 207

Leiken, Richard A.  
The Evolving Role of Curriculum in Community Colleges: Past, Present, and Future Perspectives.  
Pub Date—20 Sep 84

Note—59p; Ph.D. Dissertation, Columbia Pacific University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Historical Materials (060) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*College Curriculum, \*Community Colleges, \*Curriculum Development, Two Year Colleges

An analysis is provided of the internal and external pressures which affect the community college curriculum. Following introductory comments, chapter 1 traces the history of the contemporary community college and the changes that its curriculum has undergone. Chapter 2 provides an overview of four philosophical influences on education: perennialism, experimentalism, essentialism, and reconstructionism. Factors affecting curricular design are addressed in chapter 3, including external influences, student services issues, the decision-making model in place at the college, the role of minority and foreign students, and community college financing. In chapter 4, issues that will affect the community colleges and their curricula in the future are discussed. (AYC)

ED 257 486 JC 850 221

The Economic Impact of Community College of Philadelphia on the Philadelphia Area. Report #18.

Philadelphia Community Coll., P.A. Office of Institutional Research.

Pub Date—Feb 82

Note—24p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, \*Economic Factors, \*Educational Economics, Expenditures, Income, \*School Business Relationship, Two Year Colleges

Identifiers—\*Economic Impact, Economic Impact Studies

This report presents results of a study of the economic impact of the Community College of Philadelphia (CCP) on the Philadelphia area. After introductory material highlights the origin of the study in a survey of the collective impact of all two- and four-year colleges and universities on the economy of the state, the paper discusses the role and methodology of economic impact studies. The following sections discuss the study methodology and the impact of CCP as an employer, as a consumer, and as an investor, borrower, and property owner. Study highlights indicate: (1) CCP employed 637 individuals (0.1% of total Philadelphia employment) and an estimated 2,931 jobs were directly or indirectly related to CCP; (2) total CCP direct expenditures for local goods and services in 1980 were \$5.9 million and a total direct expenditure of \$34.7 million was attributable to the college; (3) estimated total CCP-related local expenditures for goods and services was \$61.8 million; (4) CCP and its employees and students together maintained an average monthly balance of \$3.8 million in bank deposits in Philadelphia and the city's credit base was increased annually by about \$5.4 million as a direct consequence of college-related deposits; and (5) the book value of real property owned by CCP was \$16.5 million. Appendices include a summary of report conclusions from a local newspaper, and information used to calculate local multipliers. (HB)

ED 257 487 JC 850 245

Moss, Judith  
S.I.Q.—Student Information Questionnaire: A Survey of Student Characteristics, Fall 1984.

San Francisco Community Coll. District, Calif.

Pub Date—May 85

Note—673p; For an earlier survey, see ED 175 512.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF04/PC27 Plus Postage.

Descriptors—Academic Aspiration, Age, Community Colleges, Ethnicity, Homosexuality, Lesbianism, Multicampus Districts, Place of Residence, \*Student Characteristics, \*Student Educational Objectives, Student Financial Aid, Two Year Colleges, \*Two Year College Students

Identifiers—San Francisco Community College District CA

Designed to serve academic, student services, and administrative needs, this report provides information about the characteristics and programs of students enrolled in the San Francisco Community College District (SFCCD). Part I, section 1, provides an introduction and overview, including a profile of district students, historical perspectives on students enrolled at SFCCD centers and the City College of San Francisco (CCSF), and a summary of salient factors affecting college planning. Section 2 presents data on students enrolled at SFCCD centers, including information on students' age, race/ethnicity, discipline, objectives, residence, date of last class, funding, time of class, and sexual orientation.

tion; while section 3 contains the same information for CCSF students. Section 4 includes a discussion of study methodology and validity; copies of the questionnaires, codes, and maps; summary tables for 1984 enrollments and previous years (1972-1984); and available data on gay men and lesbians. Part II provides copies of the various computer runs pertaining to sections 2 and 3 of Part I. (AYC)

ED 257 488 JC 850 246

McMullen, Harold G.

The "Well-Futured" College: Reaching for Tomorrow—Today. Southern Association of Community and Junior Colleges Occasional Paper, Volume 3, Number 2.

Southern Association of Community and Junior Colleges.

Pub Date—Jul 85

Note—6p.

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Planning, \*Community Colleges, \*Futures (of Society), Long Range Planning, Two Year Colleges

Much of the current crisis in education has its roots in an inability of colleges to get beyond a "now-oriented" approach to problems within the educational system. It is time for the educational focus to be directed toward anticipating alternative futures since the application of selected perspectives and procedures drawn from the field of futurism offers a powerful means of renewal for the educational enterprise. The future-oriented college begins in an initial (futures) stage and may work through intermediate (futures) and advanced (well-futured) periods of institutional renewal. The "well-futured" college is an institution that has attained full commitment and maturity in making effective application of futuristic procedures as a means of institutional renewal through development of the curricular and resource program; lifelong human resource development for students and staff; and the use of the college's organizational development system including institutional research, planning, and market functions. The community colleges offer the most promising potential for advanced futures practices if they can seize the initiatives available and be prepared to transform themselves into Creative Community Futures centers operating as lifelong learning centers in a 21st Century environment. (HB)

ED 257 489 JC 850 247

Stonehocker, Lora

Institutional Response to Student Skill Needs at

Grande Prairie Regional College.

Grande Prairie Regional Coll. (Alberta).

Pub Date—6 May 85

Note—269p.

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Ancillary School Services, \*Basic Skills, Developmental Studies Programs, Educational Diagnosis, \*High Risk Students, Learning Resources Centers, Literature Reviews, \*Remedial Programs, \*Skill Centers, \*Student Evaluation

A study of student skill levels and remediation needs was conducted at Grande Prairie Regional College (GPRC). The study involved: (1) a survey of the literature on the underprepared learner, basic skills, remedial and developmental education, learning skills centers, assessment and placement, attrition, faculty development, and program evaluation; (2) an assessment of the skill levels of entering freshmen in the areas of mathematics, reading comprehension, vocabulary, and reference skills; (3) site visits to learning assistance/skill centers at 11 other postsecondary institutions; and (4) the development of recommendations in response to identified student problems (i.e., student failure, student attrition, lack of time for instructors with already heavy course loads, lack of support and remedial materials for college students with skill deficiencies, lack of support for high risk students, lack of short-term assistance, limited support services in study skills, no established skills center, and the lack of an inclusive skills assessment program. This section is followed by a glossary and an extensive bibliography. The bulk of the report consists of appendices providing data from the assessment of student needs, task force information, detailed information on the postsecondary schools visited, evaluation procedures, and information on the cost and staff requirements.

ments of the recommended skills center. (AYC)

ED 257 490 JC 850 248

*Antor, Bart*  
Pre- and Post-Proposition 13 Budgets for Cabrillo Community College District: A Comparison Study.

Cabrillo Coll., Aptos, Calif.

Pub Date—[83]

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Budgets, \*Community Colleges, Comparative Analysis, \*Financial Problems, Financial Support, \*Retrenchment, State Aid, State Legislation, Two Year Colleges

Identifiers—California

The passage of the Jarvis-Gann initiative (Proposition 13) in California made it illegal for community colleges to tax local homeowners for the purpose of increasing revenue. The impact on the colleges of decreased local revenues was drastic, though less than had been predicted. In 1979, the districts received funding which was 85% of the level of the previous year. At Cabrillo College, cuts were instituted totalling \$2.8 million to achieve a 25% reduction in projected revenue. The priority status of every institutional area was dependent on how closely it supported the college's central function of teaching and learning. Salaries were reduced by 9.1% in 1978-79. Since personnel expenses accounted for 80% of expenditures and since, by 1981, non-personnel expenses had been cut to a bare minimum, the administration was forced to cut salaries: in 1981-82 there was no cost of living adjustment and both classified and certificated personnel were reduced. Other changes were an increase in the state portion of community college revenue from 41% in 1977-78 to 71% in 1981-82 and a decline in local revenue from 59% in 1977-78 to 20% in 1981-82. One effect of the cutbacks in local support of community colleges has been to effectively eliminate local fiscal control and to increase state authority over the colleges. (HB)

ED 257 491 JC 850 249

*Seymour, John C.*

CAPS-Preceptors: Serving All the Students.

Pub Date—14 Apr 85

Note—20p; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (65th, San Diego, CA, April 14-17, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, \*Counseling Services, \*Educational Counseling, \*Mentors, Program Descriptions, School Holding Power, \*Student Development, Student Needs, \*Student Personnel Services, Two Year Colleges, \*Two Year College Students

Identifiers—Jefferson State Junior College AL, \*Preceptors

Within the context of a discussion of approaches to student development and retention, this paper describes a program of student development involving a person - a preceptor - who takes responsibility for a student's growth and well-being. Introductory material outlines the traditional approach to student development and discusses ways in which student development could function more effectively. Next, a review of the literature is presented in the areas of counseling and career development, faculty advising, and attrition/retention, and key characteristics of successful programs are highlighted. Then, major features of the Career and Academic Planning System (CAPS)/preceptor program are presented, emphasizing the program's objective to break down traditional barriers between counselors, advisors, instructors, and student personnel specialists. Next, the report describes the development of the CAPS program at Jefferson State Junior College from the early 1970's and the growing role of the preceptor in monitoring and evaluating the work of each student. Finally, the process of implementation is addressed, with respect to programmatic considerations; the logistical arrangements developed to assign preceptors to students; and the costs of program development. (HB)

ED 257 492 JC 850 250

*Drummond, Marshall And Others*

Selecting Microcomputer Network Configurations: A Model for Technological Endurance.

Pub Date—15 Apr 85

Note—23p; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (65th, San Diego, CA, April 14-17, 1985).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Planning, Community Colleges, Computer Software, \*Microcomputers, Purchasing, \*Technological Advancement, Two Year Colleges

A model approach is suggested for the selection of a microcomputer network that will identify specific needs and arrive at solutions with maximum flexibility to avoid technological obsolescence. Chapter 1 specifies functional needs for a network design. This chapter discusses the process of evaluating whether a network is appropriate; examines and specifies functional requirements; discusses physical, software, and procedural issues; and offers suggestions for projecting future needs. Chapter 2 addresses the methods of prioritizing and weighing functional needs, looking at why it is important to specify needs and allocate relative weights to those needs; and to identify trade-offs in such a way as to minimize potential network conflicts. Chapter 3 discusses basic alternative directions by explaining major Local Area Network (LAN) technical issues, i.e., network typologies; network access protocol; bandwidth; and transmission media; and summarizing the technological advantages of the issues presented, as well as current and future directions in network design; alternatives to universal design; and steps to a solution. Chapter 4 describes the final selection process, including a summary of the needs matrix and a discussion of case study selection. (HB)

ED 257 493 JC 850 251

*Johnson, Berman E.*

The DeKalb County Business-Industry-Labor-Student (BILS) Needs Assessment.

DeKalb Community Coll., Clarkston, GA. DeKalb Area Vocational-Technical School.

Pub Date—Jun 85

Note—74p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Colleges, Community Surveys, \*Educational Needs, \*Employer Attitudes, Followup Studies, Needs Assessment, Part Time Students, Questionnaires, \*School Business Relationship, \*Student Attitudes, Two Year Colleges, Two Year College Students

A study was conducted to investigate the educational and training needs of the community served by DeKalb Community College (DKCC) and DeKalb Area Technical School. During the study 40 faculty members conducted in-person interviews with 387 employers, and 512 part-time students were surveyed in class to assess community awareness of DKCC and DeKalb Tech; to identify the short-term educational/training needs of DeKalb employers and students; and to determine which DKCC and DeKalb Tech units would best fulfill the needs of employers and students. Study findings indicated: (1) the areas of job growth in the next 5 years identified by employers were secretarial-clerical, management, and sales; (2) the main course training needs of employers were in communication skills, and management and supervision; (3) the unit preference cited by most employers were for vocational-technical programs (part-time evenings) and collegiate (part-time day and evenings); (4) the categories of courses requested by student respondents were humanities, business, and information systems; (5) 43% of the students preferred evening and Saturday hours for classes; (6) the employers indicated that they favored employee referrals and newspaper ads to secure new employees; and (7) 74% of the employers preferred training sites on campus. The report includes the survey instruments and cover letters. (HB)

ED 257 494 JC 850 252

*Hunter, John O.*

Technological Change & Educational Reform.

Pub Date—85

Note—22p; Reprint of a series of three articles published in "News Sun," May 30-31, June 1, 1985.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, \*Curriculum Development, \*Educational Change, \*Educational Technology, \*Education Work Relation-

ship, Job Training, School Business Relationship, \*Technological Advancement, Two Year Colleges

This paper discusses technological change and its impact upon society and the educational system. Part I discusses the role of advanced and advancing technologies such as microelectronics and the impact they have had in society and their potential for increasing productivity and economic competitiveness. The section goes on to highlight some of the social costs and benefits of the advances in high technology fields. Part II describes dangers involved in developing appropriate technology, particularly the tendencies towards elitism and the fear of technological change. In addition, this section discusses ways of coping with change, the effects of technological advancements on the quality of life, and some of the educational reform strategies designed to cope with technological change including linking up with other institutions and developing better cooperation with business and industry. Part III outlines some of the strategies and goals that the College of Lake County has developed to confront the issue of technological change, focusing on the areas of information skills, liberal arts and sciences, advanced technology, computer competency, enrollments management, economic development, contractual programs, and inter-institutional cooperation. Finally, this section discusses major issues of student needs with respect to access, appropriate standards, and the development of a meaningful curriculum. (HB)

ED 257 495 JC 850 253

*Miller, Caron K.*

Criterion-Referenced vs. Normative-Referenced Mathematics Placement Test Comparison.

Stark Technical Coll., Canton, Ohio.

Pub Date—Dec 84

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, \*Criterion Referenced Tests, Educational Diagnosis, \*Mathematics Skills, \*Norm Referenced Tests, \*Predictive Validity, \*Quantitative Tests, \*Student Placement, Test Reliability

A study was conducted at Stark Technical College to compare a normative-referenced test for mathematics placement with a criterion-referenced test that had been used by the college. The study sought to compare statistically the scores of 165 students on the Mathematics Inventory Test (MIT—a criterion-referenced test that had been developed locally to place entering students into the appropriate level of math) with their scores on the nationally administered Comparative Guidance and Placement (CGP) test. Study findings revealed: (1) students had very similar mean scores (20.5 on the MIT and 20.1 on the CGP) and median scores (19 and 20, respectively) on the two tests; (2) for students placed in Basic Tech Math, MIT and CGP scores were similar (MIT, 14.0; CGP, 15.4), as were the scores for students placed in Tech Math I (MIT, 30.6; CGP, 27.4); (3) the predictive validity of the normative-referenced test was significantly greater than that of the criterion-referenced test in predicting the grade point average of the students placed in Basic Tech Math and Tech Math I. Study conclusions stress the advantages of normative testing for mathematics placement at the college. (HB)

ED 257 496 JC 850 254

*Contemporary Technologies...A Plan for NIACC's*

North Iowa Area Community Coll., Mason City.

Pub Date—16 Apr 85

Note—48p; Paper presented to the Superintendent and the NIACC Board of Directors by the Contemporary Technology Task Force.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Planning, Community Colleges, Computer Oriented Programs, \*Computers, \*Curriculum Development, \*Education Work Relationship, \*Humanities Instruction, \*Technical Education, \*Technological Advancement, Two Year Colleges, Vocational Education

This report presents a proposal and plan for the use of contemporary technology at North Iowa Area Community College (NIACC). Part I provides an overview of the use of contemporary technology in business, industry, and postsecondary education; highlights NIACC's contemporary technology strategic planning initiative; and outlines NIACC's proposal and plan for contemporary technology. Part II



discusses the updating of manufacturing technology, offering an analysis of the impact of technology on manufacturing and implications for NIACC; and presenting the college's proposals and plans for manufacturing technology. Part III highlights the process of updating business technology, including a discussion of the impact of technology on business and the implications for the college; a proposal and plans for business technology; an overview of the status of office technology at NIACC and a proposal for 1984-85; an examination of the status of microcomputer technology and a proposal for 1984-85; and future plans in office and microcomputer technology. Chapter IV discusses the expansion of technology in the humanities, including an analysis of the impact of technology on humanities instruction and the implications for NIACC; a proposal and plan for using technology in the humanities; and future plans for using technology in the humanities. Finally, chapter V provides a summary and recommendations. (HB)

ED 257 497 JC 850 256

*Andrews, Hans A.*  
Evaluating for Excellence: Addressing the Need for Responsible and Effective Faculty Evaluation.  
Report No.—ISBN-0-913507-04-0  
Pub Date—85  
Note—193p.  
Available from—New Forums Press, Inc., P. O. Box 876, Stillwater, OK 74076 (\$9.45).  
Pub Type—Books (010) — Opinion Papers (120) — Tests/Questionnaires (160)

Document Not Available from EDRS.  
Descriptors—Administrative Policy, \*College Faculty, \*Community Colleges, Evaluation Criteria, \*Evaluation Methods, \*Faculty Evaluation, Teacher Qualifications, Trustees, Two Year Colleges

Arguing that boards of education, trustees, administrators, and faculty leaders can and should work together to ensure excellence in instruction, this book presents a comprehensive framework for an administrative faculty evaluation system. Chapter 1 suggests that the first step in evaluating for excellence is to develop a profile of the strengths and personality factors to be looked for in job candidates. Chapter 2 urges college governing boards to ensure that the process of contract negotiations does not detract from their authority and responsibility in the area of faculty evaluation. After underscoring the importance of determining faculty qualifications and competencies, chapter 3 offers examples of minimum qualifications to teach in various subject areas, suggests a procedure for obtaining competency status, and looks at the use of the concept of competency in staff reductions. Chapter 4 discusses board policies in the development of an administrative evaluation system. After consideration of a process for evaluating non-tenured faculty in chapter 5, chapter 6 builds a case for an administrative classroom evaluation system for tenured faculty. In chapter 7, the legal and competency needs of academic administrators are defined. Chapter 8 provides examples of positive evaluation statements by administrators, chapter 9 looks at merit pay as a method for rewarding instructional excellence, and chapter 10 provides examples of negative evaluation in relation to a number of in-class teaching methods, student motivation techniques, classroom preparation, and time management. In chapters 11 and 12, advice is offered to the governing board on preparing and issuing a notice to remedy and preparing for just cause dismissals of faculty. Chapter 13 offers concluding comments. A sample evaluation form is appended. (AYC)

ED 257 498 JC 850 257

*Community College-Senior College Articulation in Illinois: Summary of a Report and Recommendations by the Illinois Community College-Senior College Articulation Task Force.*  
Illinois Univ., Urbana. Office of School and Coll. Relations.  
Pub Date—Aug 78  
Note—16p.  
Pub Type—Opinion Papers (120) — Reports - Research (143)  
EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—\*Articulation (Education), Colleges, \*College Transfer Students, Community Colleges, Higher Education, \*Policy Formation, \*Statewide Planning, \*Transfer Policy, Universities  
Identifiers—\*Illinois

Prepared by the Illinois Community College-Senior College Task Force on Articulation, this report

examines the current status of articulation among and between community colleges and senior colleges and universities in Illinois, and recommends a program of articulation for the state. Section I provides an introduction and background to Illinois's efforts to improve articulation in the state. Section II sets the articulation question within the context of a growing lack of consensus among community college and senior college administrators, faculty, and students regarding the articulation of baccalaureate-oriented community college curricula and corresponding four-year college programs. Section III describes the methods used to collect data from community college and senior college representatives, potential transfer students, and transfer students at four-year institutions, while section IV offers a summary of the major findings of the research activities. Section V presents a series of recommendations, including: (1) the refinement of efforts to communicate senior colleges' admissions requirements to potential transfer students; (2) the continuation of the discussion of lower-/upper-division course classification; (3) improved course advising at community colleges; and (4) the designation of faculty or staff at the senior colleges to serve as academic advisors specifically for transfer students. (AYC)

ED 257 499 JC 850 258

*Dunn, Raymond L. Greb, John T. Jr.*  
Miami-Dade Community College Urban Transfer Opportunity Program: Ford Foundation Grant Report.  
Miami-Dade Community Coll., FL. North Campus. Spons Agency—Ford Foundation, New York, N.Y.  
Pub Date—1 Jun 84  
Note—25p.; Attachments contain small print.  
Pub Type—Reports - Descriptive (141)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Transfer Students, Community Colleges, \*Curriculum Development, Postsecondary Education, Program Descriptions, \*Transfer Programs, Two Year Colleges, Urban Education

Identifiers—DACUM Process, \*Urban Transfer Opportunities Program

This project report outlines the objectives and achievements of Miami-Dade Community College-North Campus's (MDCC-N) involvement in the Urban Community Colleges Transfer Opportunity Program (UCCTOP). As the first section of the report indicates, the objectives of the project were to: (1) identify the competencies necessary for a successful transfer experience; (2) develop a feedback mechanism that allows for the continuous reassessment of a transferring student preparation program; (3) identify problems transferring students encounter when pursuing upper division studies; (4) remediate transfer problems by formulating appropriate strategies to better prepare these students; (5) reinforce and expand current activities and programs identified as beneficial; (6) create specific instructional modules that provide relevant information and develop skills needed by transferring students; (7) incorporate the modules within the Challenge Center curriculum; (8) design a system to ensure continuity of service from students' pre-entry at MDCC through their transition and adjustment to upper division studies; and (9) build upon and strengthen the university liaison system. Next, the achievements of the project are specified in relation to each objective. The final section identifies areas in which the changes brought about through the UCCTOP program have been institutionalized. Attachments include DACUM (Designing A Curriculum) materials, a transfer student questionnaire, survey data, and a brochure on a summer institute for college-bound students. (AYC)

ED 257 500 JC 850 259

*West Los Angeles College Transfer Opportunities Program: Report to the Ford Foundation.*  
West Los Angeles Coll., Culver City, Calif.  
Spons Agency—Ford Foundation, New York, N.Y.  
Pub Date—Jun 84  
Note—15p.

Pub Type—Reports - Descriptive (141)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Transfer Students, Community Colleges, Counselors, Curriculum Development, Mentors, Program Descriptions, \*Transfer Programs, Two Year Colleges

Identifiers—\*Urban Transfer Opportunities Program

This report presents an overview and evaluation of activities conducted at West Los Angeles College

in operating the college's Transfer Opportunity Program. First, the report outlines the program's objectives, which included expanding the identification of potential transfer students; reducing transfer shock through the use of mentor/counselors and support materials; and developing a multi-discipline general education course involving problem solving, and a combination of business management, sociology, and psychology. Next, the report presents 13 activities specified in the project proposal and evaluates the college's success in achieving them. These activities included identifying feeder schools and universities to participate in the program; identifying students to participate in the program; organizing and implementing a training program for mentor/counselors; assigning the mentors/counselors to the students; beginning to videotape university and college lectures; arranging for live visits to lectures and scheduling seminars to discuss lectures and problems; developing support material for the Learning Resources Center and Computer Assisted Instruction office; working with faculty to develop the new general education course; and implementing evaluation procedures. The report concludes with some final thoughts on the overall program and on plans to incorporate the program into the regular college program. (HB)

ED 257 501 JC 850 260

*Sotiriou, Peter E. Ireland, Jackie.*  
Los Angeles City College Urban Transfer Opportunities Program: Narrative Report.  
Los Angeles City Coll., Calif.  
Spons Agency—Ford Foundation, New York, N.Y.  
Pub Date—[84]  
Note—21p.

Pub Type—Reports - Descriptive (141)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Transfer Students, Community Colleges, Counseling Services, \*Minority Groups, \*Transfer Programs, Two Year Colleges, \*Two Year College Students, \*Urban Education

Identifiers—Urban Transfer Opportunities Program

The goal of the Los Angeles City College (LACC) Urban Transfer Opportunity Program (UTOP) is to increase the opportunity of low income minority students to transfer from LACC to four-year institutions. To achieve this goal, the college initiated an instructional delivery system that integrates academic courses, skills courses, and counseling services. The system teams up instructors, one representing an academic discipline and one representing a skills discipline, in curriculum development and instructional delivery. In addition, the instructors are teamed with a counselor in student assessment, guidance, and evaluation. This coordinated approach enables the college to understand and address the totality of a student's needs. The project report discusses the results of the delivery system in terms of its achievements to date; the relationship of the program's achievements to its original objectives; changes made in program, resource allocation and staff from the original project proposal; and plans for the institutionalization of the delivery system. Appendices provide samples of materials developed for the UTOP students. (AYC)

ED 257 502 JC 850 266

*Highland Park Community College's Ford Foundation Urban Transfer Project.*  
Highland Park Community Coll., MI.  
Spons Agency—Ford Foundation, New York, N.Y.  
Pub Date—[84]  
Note—112p.; Parts of document contain small print.

Pub Type—Reports - Descriptive (141)  
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Articulation (Education), \*College Transfer Students, Community Colleges, Curriculum Development, Student Personnel Services, Student Placement, Student Recruitment, \*Transfer Programs, Two Year Colleges

Identifiers—\*Urban Transfer Opportunities Program

This report presents information on activities conducted at Highland Park Community College (HPCC) under a Ford Foundation Urban Community College Transfer Opportunities Program grant. Introductory material outlines some impacts of the grant program in terms of increased recruitment of HPCC students and the signing of articulation agreements. It also presents the three major objectives of the program: the identification of potential transfer students and development of a student data base system; the upgrading of counseling and instructional services in an effort to improve student

achievement levels and to facilitate transfer; and the recruitment of potential transfer students from local high schools. Next, the activities undertaken to achieve these objectives are presented, including: (1) initiating a student assessment program; (2) designing and implementing activities with four-year "receiver" colleges and "feeder" high schools; (3) expanding the existing honors program; (4) establishing a program that uses work-study and cooperative education experiences to strengthen academic skills; (5) upgrading counseling and instructional services; and (6) enriching recruitment efforts directed to transfer students. Appendices include letters, advisement sheets, a performance report, and a migration transfer study report. (HB)

**ED 257 503** JC 850 268  
**Ascent: A Ford Foundation Urban Community College Transfer Opportunities Grant Project. Final Report.**

Honolulu Community Coll., Hawaii.  
 Spons Agency—Ford Foundation, New York, N.Y.  
 Pub Date—May 84  
 Note—79p.

Pub Type—Reports—Descriptive (141)  
**EDRS Price—MF01/PC04 Plus Postage.**  
 Descriptors—\*Articulation (Education), \*College Transfer Students, Community Colleges, Curriculum Development, Student Personnel Services, \*Transfer Programs, Two Year Colleges  
 Identifiers—\*Urban Transfer Opportunities Program

This report presents a review of activities conducted at Honolulu Community College under a grant from the Ford Foundation Urban Community College Transfer Opportunities Grant. First, project achievements are outlined, along with the ways in which these achievements correspond to the original grant proposal. They include: (1) the development of an orientation course, Transfer Decisions, to assist students in their transition from a two- to a four-year institution; (2) the piloting of a computer course, Introduction to College Computer Study Skills, designed to introduce the transfer student to the time-saving possibilities of using a microcomputer; (3) the development of a prototype transfer terminal with a database accessible by students, faculty, and student services staff; and (4) the development of the conceptual design for an automated student tracking system. The following section provides more detailed information on the four components. Next, a report on program modifications, the allocation of resources, and staffing is provided. Finally, the college's plans for institutionalizing each of the four major components and for regional and national dissemination are outlined. Background materials on the college and its programs and services, and additional project materials are appended. (HB)

**ED 257 504** JC 850 279  
**Radcliffe, Susan K. Reed, Cheryl L. B. Statistical Profiles. Howard Community College. Research Report Number 40.**

Howard Community Coll., Columbia, MD. Office on Institutional Research.  
 Pub Date—Mar 85  
 Note—86p.

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)  
**EDRS Price—MF01/PC04 Plus Postage.**  
 Descriptors—Administrators, College Faculty, Community Colleges, Continuing Education, Credit Courses, Degrees (Academic), Educational Facilities, \*Enrollment Trends, \*Institutional Characteristics, Longitudinal Studies, Noncredit Courses, School Personnel, School Statistics, \*Student Characteristics, Two Year Colleges

This report summarizes 1980-84 data for Howard Community College (HCC) pertaining to student characteristics; credit instruction and degrees; credit-free instruction; HCC employees; and facilities and services. Part 1 provides data on full-time equivalent enrollments and projections; and enrollment by gender, attendance status, credit hours earned, minority status, full-/part-time status, age group, and residence. Part 2 provides data on degrees and certificates awarded; enrollments by program type; transfer program enrollment; and cooperative education enrollment. Part 3 presents information on the Continuing Education program, including sites, programs, faculty distribution, and characteristics of students enrolled. Part 4 contains data on HCC employees, including occupational classifications by race and sex and distribution of

faculty by rank and sex. Part 5 details the use of HCC facilities by community organizations; and provides information on library and audio-visual equipment use and physical plant assets. Study highlights include an increase of 41% in full-time equivalent (FTE) enrollments from 1,680 in fiscal year (FY) 1980 to 2,368 in FY 1984; an increase of 38% in division credit FTE enrollments between 1980 and 1984; and an increase of 50% in credit-free FTE enrollments. (HB)

**ED 257 505** JC 850 280  
**Radcliffe, Susan K. Institutional Indicators: Proposed Budget, 1985-1986. Howard Community College.**

Howard Community Coll., Columbia, MD. Office on Institutional Research.  
 Pub Date—8 Apr 85  
 Note—76p.

Pub Type—Numerical/Quantitative Data (110)  
**EDRS Price—MF01/PC04 Plus Postage.**  
 Descriptors—\*Budgeting, \*College Faculty, Community Colleges, Continuing Education, Cooperative Education, \*Credit Courses, Degrees (Academic), \*Educational Finance, \*Educational Trends, Employer Attitudes, Employment Patterns, \*Enrollment Trends, Followup Studies, Noncredit Courses, School Community Relationship, School Statistics, Teacher Salaries, Transfer Programs, Two Year Colleges, Vocational Education, Vocational Followup

This report provides institutional indicators for budget projections based on data on student characteristics, credit instruction and degrees, credit-free instruction, faculty, community use of facilities, and fiscal background for fiscal years (FY) 1980 through 1984. Part 1 provides data on enrollments by program type, gender, minority status, age group, attendance status, residence, and average credit hour load; and full-time equivalent (FTE) enrollments and projections. Part 2 presents information on credit instruction and degrees, including transfer program enrollments; occupational programs; projected instructional programs; student satisfaction with HCC instruction and student goal achievement; employer satisfaction with HCC students; a summary of degrees and formal awards; and HCC cooperative education enrollments. Part 3 provides information on credit-free instruction, including enrollments and sites of instruction. Part 4 presents data on HCC full-/part-time faculty ratios; student-faculty ratios for FY 1981-84; and faculty salary ranges for Maryland Community Colleges for FY 1985. Detailed information on community use of HCC facilities is given in part 5, followed in part 6 by a fiscal background for HCC, including operating budget expenditures by object and function for FY 1986; operating and continuing education budget by function; proposed sources of revenue—operating and continuing education for FY 1986; contributions made to Maryland community colleges; sources of revenue for FY 1980 to 1986; net cost per FTE student in Maryland community colleges; financial aid dollars per FTE; tuition costs; and unmet needs of HCC financial aid applicants. (HB)

**ED 257 506** JC 850 281  
**Liberal Arts Instructors: Demographics and Professional Orientations.**

Center for the Study of Community Colleges, Los Angeles, Calif.  
 Pub Date—84  
 Note—6p.

Journal Cit—CSCC Bulletin; iss 13 1984  
 Pub Type—Collected Works—Serials (022)—Reports—Research (143)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*College Faculty, \*Community Colleges, \*Liberal Arts, \*Teacher Characteristics, Two Year Colleges

In spring 1983, the Center for the Study of Community Colleges (CSCC) surveyed a random sample of 403 instructors teaching academic courses in community college districts in Chicago, Dallas, Los Angeles, Phoenix, Miami-Dade, and St. Louis in order to discover the experiences and aspirations of people teaching the humanities, sciences, social sciences, and arts. Study findings, based on responses from 403 instructors, included the following: (1) most respondents fell into the 41 to 50 years age span (37%); (2) 228 instructors had previously taught in high schools, and of these, 33% did so for 5 to 10 years; (3) 48% of the respondents had worked at their current college for 11 to 20 years; (4) 69% of the sample were males; (5) Chicago had

the most full-time instructors (78%), while Dallas had the most part-time instructors; (6) 71% of the respondents held a master's degree, and 27% held a doctorate; (7) with respect to professional involvement, 26% of the group had received a formal award for outstanding teaching, 19% had authored or co-authored a book, 36% had published a journal article, 33% had taught interdisciplinary courses, 45% had taught occupational students, and 51% had promoted their own courses; and (8) when asked about their 5-year career aspirations, 24% felt a position at a four-year college to be desirable, 9% wanted an administrator position, and 59% wanted to be doing what they were currently doing. The study summary includes comparisons among the districts. (AYC)

**ED 257 507** JC 850 282  
**Fuller, Donald**

**Institutional Retention Study: Gainesville Junior College, 1984. Revised.**

Gainesville Junior Coll., Ga.  
 Pub Date—4 Oct 84  
 Note—33p.; Revised version of a September 24, 1984 report. For the 1985 study, see JC 850 284.

Pub Type—Reports—Research (143)  
**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Black Students, Dropout Characteristics, Dropout Prevention, Dropout Research, \*Enrollment Influences, Minority Groups, \*School Holding Power, \*Student Attrition, Student Personnel Services, Two Year Colleges, \*Two Year College Students, \*Withdrawal (Education)

This report presents results of a study conducted to obtain information on student retention and attrition at Gainesville Junior College (GJC). After introductory material discusses the college's problems in the areas of recruitment and retention, section I presents findings from a study of 1,053 of the 1,689 students taking course work at GJC in fall 1982. This section describes the racial breakdown of participants (973 white, 63 black, and 17 of other races) and compares the retention rates of the different racial groups. Section II examines the causes of student attrition and includes a description of student characteristics; a discussion of educational attainment of people in the college's service area; an outline of variables related to persistence at the college (e.g., age, test scores, high school and college grade point averages, and academic standing); a breakdown of retention rates by college major; reasons given by respondents for not re-enrolling at GJC in fall 1983; the causes of attrition of "other race" students; and a summary of the causes of student attrition. The contributing factors identified in this section include low educational attainment in the home background; students attending to repair bad grade point averages; the high proportion of part-time students; high dropout rates for black male students and part-time single students; and low admission test scores. Finally, section III summarizes the strategies for improving the student retention rate, including rating students in terms of their likelihood of persistence and monitoring student progress. (HB)

**ED 257 508** JC 850 283  
**Seerley, Norma Webb, Doyle**

**Gainesville Junior College Minority Advising Program Report, 1984-85.**

Gainesville Junior Coll., Ga.  
 Pub Date—20 May 85  
 Note—45p.

Pub Type—Reports—Evaluative (142)—Tests/Questionnaires (160)  
**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—\*Academic Advising, \*Black Students, \*Educational Counseling, \*Minority Groups, Program Descriptions, Program Effectiveness, \*School Holding Power, Two Year Colleges, \*Two Year College Students

This report provides 1984-85 information on the activities and achievements of Gainesville Junior College's (GJC's) Minority Advising Program (MAP). After an introductory overview of the program, the first section describes the operation of the program in which 17 staff members and 69 of the 105 minority students at the college participated. The following sections describe the follow-up to the MAP and present a program evaluation, based on a survey of student participants, unit leaders, and program resource persons. This section includes a statement of the six program goals; i.e., to invite each minority student to participate in the program; ensure that participants were aware of the services

available at GJC; provide special help situations and opportunities to participants; help participants maintain a grade point average of at least 2.00; have the retention rates of MAP participants at least equal that of non-participants; and have at least 60% of the minority students enroll in MAP. In this section, the outcomes of the program are related to program goals; the performance of MAP participants is compared to minority student non-participants; and a breakdown of student evaluations of the MAP program is presented. Evaluation highlights included the following: (1) 65.7% of the black students at GJC were enrolled in the MAP; (2) nearly two-thirds of the participating students who responded to the MAP survey felt that the program made it easier for them to get help; and (3) while the average Scholastic Aptitude Test Score of the MAP students was lower than that of non-participants, a greater proportion of MAP students (76.8%) than non-participants (61.0%) were in good academic standing in 1984-85. Questionnaires and related materials are appended. (HB)

ED 257 509 JC 850 284

Coker, Richard. And Others.  
Institutional Retention Study: Gainesville Junior College, 1985.  
Gainesville Junior Coll., Ga.  
Pub Date—1 Jun 85  
Note—40p.  
Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—Black Students, Dropout Characteristics, Dropout Prevention, Dropout Research, \*Enrollment Influences, Minority Groups, \*School Holding Power, \*Student Attrition, Student Personnel Services, Two Year Colleges, \*Two Year College Students, \*Withdrawal (Education)

An analysis is provided of student retention and attrition at Gainesville Junior College (GJC). Section I presents background information on the college's service area and the characteristics of its students. Section II presents results of a study of 1,590 of 1,762 students enrolled at GJC in fall 1983. This section examines: (1) retention rates among first-time freshmen, including a breakdown by race, full- or part-time status, and developmental studies or regular freshman status; (2) undergraduate student retention, including a breakdown by level, race, and full- or part-time status; (3) supplementary analyses and studies of the characteristics of students who returned and who did not return; and (4) results of a fall-winter-spring retention study of 481 students who did not enroll in the winter quarter after being enrolled in fall 1984. Section III discusses the causes of student attrition and includes a review of the literature; observations drawn from institutional studies; and observations regarding attrition among black students. Section IV presents strategies for improving the retention rate, focusing on the improvement of the advisement process, the development of a method of rating students in terms of their likelihood of persisting, retention strategies for "other race" students, and plans for improving retention in coming years. A student request for withdrawal form is appended. (HB)

ED 257 510 JC 850 285

Quinley, John W. Karr, Rosemary.  
Academic Standards Research Proposal: The Effect of the Restriction Policy on Student Achievement and Enrollment. Research Report 85-5.

Harford Community Coll., Bel Air, MD. Office of Institutional Research.  
Pub Date—Jun 85  
Note—52p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.  
Descriptors—\*Academic Achievement, Academic Probation, \*Academic Standards, Community Colleges, Dropouts, \*Educational Policy, \*Enrollment Influences, Student Characteristics, Two Year Colleges, Two Year College Students, \*Withdrawal (Education)

Identifiers—Harford Community College MD

A study was conducted at Harford Community College (HCC) to assess the effects of a recently implemented set of more stringent academic standards. The new policies included placing students on academic restriction (i.e., restricting the number of units they may take) if their quality point index fell below a certain level. The study sought information on student demographic characteristics; reasons

for student failure to re-enroll and the relationship between these reasons and the new academic standards; students' views of the standards; the quality of advising at the college; and recommended modifications of the standards. The study included an analysis of student records and a survey of 136 students enrolled at HCC, a survey of 174 students who did not return to the college in fall 1984, and a survey of 44 advisors. Based on responses from 80% of the enrolled students, 57% of the students who did not return, and 70% of the advisors, study findings revealed: (1) 60% of the students placed on academic restriction were 20 years of age or younger; (2) 68% of the students who did not return to HCC said they were unable to apply themselves to their studies and 46% had a conflict between their job and their studies; (3) the placement test scores of students on restriction were almost identical to those of the entire student body; and (4) 56% of the non-returning students indicated that restrictions on their credit load were not important in their decision not to return. The report includes the survey instrument and student comments. (HB)

ED 257 511 JC 850 286

Maryland Community Colleges 1984 Program Evaluations.  
Maryland State Board for Community Colleges, Annapolis.  
Pub Date—Apr 85  
Note—181p.

Pub Type—Reports - Evaluative (142)  
EDRS Price - MF01/PC08 Plus Postage.

Descriptors—College Transfer Students, \*Community Colleges, Educational Assessment, Education Work Relationship, \*Engineering Education, \*Enrollment, Followup Studies, \*Job Placement, Program Evaluation, State Surveys, \*Statewide Planning, \*Transfer Programs, Two Year Colleges, \*Vocational Education  
Identifiers—Maryland

As part of an annual statewide evaluation process, quantitative information on community college programs is reviewed by the Maryland State Board for Community Colleges. Subsequently, in particular cases, a qualitative assessment is conducted by individual community colleges in response to specific questions raised by the Board. This report presents the results of individual qualitative evaluations of 50 programs throughout the state and the results of a statewide evaluation of engineering transfer programs. First, the statewide evaluation of engineering transfer programs is presented. This section includes program descriptions; information on student trends and characteristics and program performance; results of a 1982 graduate follow-up study; results of evaluations conducted by the colleges to determine whether the engineering transfer program meets the standards needed for a bachelor's engineering degree and the number of engineering transfer students in good standing denied transfer to the University of Maryland bachelor of science engineering program. The next section contains qualitative program evaluation reports for 50 programs identified as having specific problems (e.g., low enrollments or declining awards) and includes an identification of the college, the program, the level of award, and an overview of the problem identified by the State Board for Community Colleges. The evaluation of each program includes questions posed by the State Board to identify the causes of the problem of low or declining enrollments or awards; the factors contributing to the problem; the college's view of when the situation might stabilize; the steps which the college intends to take to address the problem; specific issues raised by the Board; and Board recommendations. (HB)

ED 257 512 JC 850 287

Heinselman, James L.  
Transfer Index: One Definition.  
Los Angeles Harbor Coll., Wilmington, Calif.  
Pub Date—23 May 85  
Note—14p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—\*College Transfer Students, \*Community Colleges, \*Enrollment Trends, Higher Education, State Surveys, Two Year Colleges, Two Year College Students  
Identifiers—California

A transfer index of the proportion of students in California's community colleges transferring to the University of California (UC) and the California State University (CSU) system for fall 1982, 1983,

and 1984 is presented in this report. Introductory material provides one definition of an appropriate index of transfer rates, i.e., the ratio of students transferring one fall semester to the number of sophomores at the college the previous fall semester. Next, data are provided by community college on the number of UC and CSU transfers in fall 1982, 1983, 1984 and the number of sophomores enrolled in each college for fall 1981, 1982, 1983. These include the transfer index for each college computed by dividing the number of transfers by the number of sophomores the previous year. Highlights of the report include: (1) an overall transfer index of .150 for fall 1982, .153 for fall 1983, and .155 for fall 1984; and (2) a range of indices from .971 at De Anza College with 777 transfers in 1983 and 800 sophomore enrollments to .012 at Coastline Community College with 43 transfers in 1984 and 3,543 sophomore enrollments. (HB)

ED 257 513 JC 850 288

Articulation: The Coordination of Occupational Education in Maricopa County, Arizona.  
Maricopa County Community Coll. District, Phoenix, Ariz.  
Pub Date—26 Mar 85

Note—20p.; Prepared for a Joint Governing Board Study Session (Phoenix, AZ, March 26, 1985).  
Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—\*Articulation (Education), \*College School Cooperation, Curriculum Development, Definitions, Higher Education, High Schools, \*Vocational Education  
Identifiers—\*Arizona (Maricopa County)

Key issues and areas related to the articulation process in Maricopa County are identified and discussed. First, articulation is defined as the coordination of programs so that students can progress without duplication of time, effort, or expense to themselves or taxpayers. The following sections define and discuss: (1) contracting—the purchase of education and training that would otherwise not be available; (2) course credit—the granting of college credit for mastery of the competencies equivalent to a college course; (3) occupational credit acceptance—the granting of college credit for having a valid occupational credential; (4) resource coordination—the sharing of faculty, facilities, and equipment; (5) joint program development—in which high school and college administrators cooperatively develop an occupational program; (6) regionalization—the coordination of all public occupational education resources within a geographic area; (7) the Able and Ambitious Program—which makes it possible for young people to enroll in courses at any Maricopa Community College and earn regular college credit while still in high school; and (8) barriers to articulation including turfsmanship, incompatible curricula, scheduling, variant teacher certification requirements, funding problems, restrictions on the joint use of supplies, and transportation and maintenance problems. Appendices include high school-college articulation projects currently in progress. (HB)

ED 257 514 JC 850 289

Pedraz, Melvin J.  
A Model for the Staff Development of Community College Part-Time Faculty.

Pub Date—Jul 85  
Note—18p.; Paper presented at the International Seminar on Staff, Program, and Organizational Development (4th, Leysin, Switzerland, July 3-8, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—\*College Faculty, \*Community Colleges, \*Faculty Development, Information Needs, \*Inservice Teacher Education, Models, \*Part Time Faculty, Program Administration, \*Teacher Improvement, Teacher Workshops, Two Year Colleges

A staff development model for community college part-time faculty is presented as developed at Clark County Community College (CCCC). Introductory material discusses staff development in the community colleges, the paucity of materials on the development of part-time faculty, and the creation of the model staff development plan at Clark. Next, the model is presented, including information on: (1) the administration of the staff development training program; (2) the determination of the training needs of part-time faculty in the areas of instructional development and delivery, legal aspects of education,



community college missions, and classroom and laboratory management of education; (3) the development and organization of curriculum components, including specific potential curriculum items; (4) the identification of populations to be served; (5) the logistics of the training program, e.g., the development of short-term workshops during school breaks or on weekends; (6) program funding; and (7) the development of support services, including an advisory committee to plan workshops and liaison with related committees, and the creation of a part-time faculty handbook. (HB)

ED 257 515 JC 850 290

Heck, James

An Analysis of Selected Factors Influencing Enrollment Patterns.

Lake City Community Coll., Fla.

Pub Date—Jun 85

Note—48p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"College Choice, Community Colleges," "Declining Enrollment," "Enrollment Influences," "Enrollment Trends, Questionnaires, Surveys, Two Year Colleges, Two Year College Students"

This report presents an analysis of factors influencing enrollment patterns at Lake City Community College (LCCC, Florida) and recommends ways to increase enrollments at the college. Section I reviews the methods of collecting data for the report, which included interviews with key college personnel, an examination of social indicators such as census reports, and a survey of selected students at LCCC. Section II examines specific factors that may have influenced LCCC's declining enrollment patterns, focusing on local aid; testing procedures; the delimiting date for veterans' benefits; enrollments at correctional institutes; the enrollment of correctional officers; media reports on the college; residence halls at LCCC; recruitment procedures; high school/college articulation; population projections; changes in employment statistics; and different requirements for the associate in arts degree at LCCC and other colleges. Next, section III recommends activities to increase enrollments; e.g., a community needs assessment; more emphasis on recruitment; expanded college literature; the use of county liaison officers; investigation of student registration/attendance patterns; increased continuing education courses; more high school/college articulation; a review of general education requirements for the associate in arts degree; and an increased emphasis on the college's residence halls. A survey of student perceptions of the college and a list of strategies employed while collecting data are appended. (HB)

ED 257 516 JC 850 291

Cartledge, Carolyn M. And Others

Locus of Control: A Comparison of Developmental Studies, Undergraduate, and Graduate Students.

Pub Date—Apr 85

Note—20p. Paper presented at the Annual Developmental Studies Conference (Jekyll Island, GA, April, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"College Students, Comparative Analysis," "Developmental Studies Programs, Graduate Students, Higher Education," "Locus of Control, Undergraduate Students"

A study was conducted to compare the locus of control of developmental studies, graduate, and undergraduate students enrolled in a four-year institution in the University System of Georgia. The study utilized Rotter's Internal-External locus of control scale which differentiates individuals on the basis of the person's perceptions that outcomes in life are due primarily to forces within her/his control (internal) or to factors beyond her/his control such as luck or fate (external). The 29-item test (with 23 relevant items) was administered to 88 developmental studies students, 69 undergraduates, and 62 graduate students. Using two- and three-factor analyses of variance, study findings revealed: (1) there were significant correlations between student type, employment status, and age level of students with scores on the locus of control index, but no significant differences on the basis of race or sex; (2) students who worked full-time, those over 25, and graduate students had significantly more internal locus of control; and (3) the most significant differ-

ence in locus of control occurred on the basis of age between those age 18-25 and those 26 and older and on the basis of student type between graduate students and developmental and undergraduate students. The report includes a discussion of the implications of the study. (HB)

ED 257 517 JC 850 292

Dahlman, Stanley M. Proett, Polly Ann

A College and a Community Resource.

Pub Date—[84]

Note—9p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"College Libraries, Community Colleges," "Community Services, Program Descriptions," "School Community Relationship, Two Year Colleges, Use Studies"

Identifiers—Montgomery College MD

In 1972, when the third campus of Montgomery College was being planned, a commitment was made to community use of the campus facilities. From the day the Germantown Campus library opened, its services have been available to the college's students and to the community at large. The library has a bookstack capacity of 65,000 books, 100 study carrels in the Media Center, a children's room, an administrative office, and a small study/conference room. Its resources include 50,000 books, records, audio-visual materials, films, video cassettes, and slides recorded in a central college library data system; and the children's room includes a collection of 3,000 books that are made available to the campus day care operation and to the children of the community. Since 1980, there have been over 600 new community requests for library cards each year and the non-campus user groups break down as follows: employed adults (25%), alumni (15%), high school students (15%), homemakers and unemployed (10%), students from other colleges and academic institutions (10%), senior citizens (10%), children (5%), and miscellaneous visitors (5%). Although there were some initial concerns about community use of the libraries at the college, community users have conformed to the guidelines and regulations regarding the use of materials and competition between students and community users for access to books and materials is no longer an issue. (HB)

ED 257 518 JC 850 293

Fuller, Donald

Crossover: A Report on the Relationship between Continuing Education and Regular Course Work at Gainesville Junior College. Report #1.

Gainesville Junior Coll., Ga.

Pub Date—Jul 83

Note—12p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Attendance Patterns," "College Attendance," "Continuing Education," "Credit Courses, Enrollment," "Noncredit Courses, Two Year Colleges"

This report presents results of an investigation of transcripts of Gainesville Junior College students conducted to examine course-taking patterns with respect to the relationship between continuing education and regular college course work. First, data are presented on the number of students (N=8,900) who had taken Continuing Education Unit (CEU) courses between the winter quarter of 1977 and 1982-83, and the number of courses they had taken (i.e., an average of 2.2 courses per student). Next, information is provided on the 386 students who had taken CEU course work and had also registered as regular students between 1980-81 and spring 1983. This information includes the number of courses taken by major. Next, a breakdown of the numbers of students taking CEU and regular course work is provided within two categories: Group I (168 students) who had first enrolled in CEU credit work before or at the same time they first enrolled in regular course work; and group II (218 students) who had first been regular students and later had taken CEU course work. Highlights of the study are then provided, indicating that: (1) among those students first taking CEU credits between fall, 1981 and summer, 1982, group I students attempted only 8.08 hours of regular course work per student, compared to 35.2 regular credit hours for group II students; (2) the majors attracting the most students were Business Administration (84), pre-nursing (38), and Early Childhood Education (36); and (3) group I students tended to be older, white, and female, and to perform creditably in their regular

courses. (HB)

ED 257 519 JC 850 294

Policy Issues for Community Colleges. Draft.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date—[85]

Note—7p. Materials developed for a legislative workshop; for other reports, see JC 850 295-298.

Printed on colored paper.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Access to Education," "Administrative Policy," "Community Colleges," "Economic Development, Education Work Relationship," "Futures (of Society)," "Public Policy," "Technological Advancement, Two Year Colleges"

Identifiers—United States (West)

The rapidly changing environment of the western states requires community colleges to renew their efforts to provide appropriate access to higher education, to contribute effectively to economic development, and to respond to both local and state priorities. Each of these key contributions suggests a number of policy issues at both state and institutional levels. This paper provides brief overviews of major influences with respect to each of these community college roles, and then raises a number of questions presenting pressing community college issues. Access issues are introduced by discussions of population trends projecting increases in both minority youth and older adult student groups; rural and "exurban" population and economic growth; challenges to the open door philosophy; increased public attention to financial accountability and educational quality; and rapid social and economic changes and more varied student enrollment patterns. Questions related to economic development are raised within the context of the need for individuals and institutions to anticipate future developments and adapt continuously, of the growing needs of business and industry for specialized employee training, and of technological changes, particularly the use of computers, advanced telecommunications, and information technologies. Finally, issues are raised relating to community colleges' need to respond to state and local priorities in ways that combine responsiveness with accountability. (AYC)

ED 257 520 JC 850 295

The Demography of Community Colleges in the West. Draft.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date—[85]

Note—26p. Materials developed for a legislative workshop; for other reports, see JC 850 294-298.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"College Faculty," "Community Colleges," "Enrollment Trends, Full Time Faculty," "Institutional Characteristics, Part Time Faculty," "Population Trends, Regional Characteristics, School Demography, Student Characteristics, Teacher Characteristics, Teacher Salaries, Two Year Colleges," "Two Year College Students"

Identifiers—United States (West)

This background paper provides information on the location and demographic environment, enrollment patterns, student characteristics, and faculty characteristics of public community colleges in the western United States. The first section locates the 242 public community colleges in the region, and offers information on population growth, minority populations, age characteristics, and educational attainment patterns. The next section looks at enrollment patterns in western community colleges, indicating that more than half of total higher education enrollment in these states is in two-year college. Enrollments are examined in terms of curriculum areas; racial/ethnic status, gender, full-/part-time status, and socioeconomic status of two-year college students; two-year college enrollments as a proportion of postsecondary education enrollment; comparisons with national data for two-year colleges; educational preparation of two-year college students; enrollments in remedial education; and student typologies. The final section looks at demographic and social changes in faculty characteristics at two-year colleges, covering trends in the number of full- and part-time faculty, educational attainment, part-time faculty employment issues, and faculty salaries. (AYC)

ED 257 521 JC 850 296

**The Economic and Technological Environment of Community Colleges in the West.** Draft.  
Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date—[85]

Note—24p.; Materials developed for a legislative workshop; for other reports, see JC 850 294-298.  
Pub Type—Opinion Papers (120)—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Community Colleges, \*Economic Change, \*Economic Climate, \*Economic Factors, \*Regional Characteristics, \*School Business Relationship, \*Technological Advancement, Two Year Colleges

Identifiers—United States (West)

Designed to provide a background for the complex relationships between postsecondary education and its economic and technological context, this paper looks at economic conditions in the western United States, projections for economic and technological changes, and implications for community colleges. Following introductory material describing the ways in which postsecondary institutions respond to and contribute to economic development and change, the economic environment of the western United States is explored. Information is presented on personal income growth, employment patterns (1970-1984), unemployment rates, structures of the economies of the western states, and the occupational profile projected for the United States in 1990 as contrasted with that of 1980. In the next section, trends in employment in major industrial categories are examined, along with projections for employment changes in specific occupational categories, a discussion of technological developments and their effects on industry, and an analysis of the characteristics of high technology industries. Finally, a discussion is provided of the role of community colleges in the maintenance and expansion of local economies. (AYC)

ED 257 522 JC 850 297

**The Financial Environment of Community Colleges.**

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date—[85]

Note—31p.; Materials developed for a legislative workshop; for other reports, see JC 850 294-298.  
Pub Type—Opinion Papers (120)—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Community Colleges, \*Educational Finance, Federal Aid, \*Financial Problems, \*Financial Support, \*State Aid, Tuition, Two Year Colleges

Identifiers—United States (West)

An overview is provided of the general patterns and specific patterns of community college financing, with focus on major funding sources, comparative support and expenditure levels, tuition and fee rates and revenues, other revenue sources, and current state budgetary constraints and fiscal conditions. A summary of the data, trends, and conditions presented indicates: (1) although there has been a general drift toward more reliance on state funds to finance community colleges, there is significant variation across states and from year to year within individual states; (2) severe constraints and fluctuations in major sources of support make it difficult for institutions to initiate necessary changes and plan for the future, with increased dependence on limited and highly variable state revenues further hindering institutional initiative and flexibility; (3) substantial variations from state to state in support levels and expenditure patterns reflect different educational roles and institutional characteristics; (4) community college tuition and fees have increased sharply in many states, renewing debates over the appropriate level of community college charges in comparison to student charges in four-year institutions; (5) federal and other sources of support to community colleges have become increasingly limited in recent years, which in turn limits the ability of community colleges to provide employment training and educational access to lower income individuals; and (6) the financial outlook of community colleges is directly linked to state budgetary conditions and political climates. Subsequent sections provide data and statistical analyses exploring the financial environment of the community colleges. (AYC)

ED 257 523 JC 850 298

**Organization and Governance of Community Colleges.** Draft.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date—[85]

Note—16p.; Materials developed for a legislative workshop; for other reports, see JC 850 294-297.  
Pub Type—Opinion Papers (120)—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrative Organization, \*College Administration, \*Community Colleges, \*Governance, Governing Boards, \*Government Role, Institutional Autonomy, State School District Relationship, Two Year Colleges

Identifiers—United States (West)

This background paper examines the place of community colleges within the overall organization of postsecondary education and the means for governing these institutions in each of the western United States. First, introductory material defines institutional governance and the role it plays in defining the role and mission of community colleges. Next, the paper looks at the expanding role of the states in the governance of two-year colleges, highlighting new areas of state involvement, and the impact of increasing public interest in issues of educational quality and effectiveness on perceptions of conventional structures of accountability and institutional autonomy. After identifying the type of governance structure currently used in the western states, the paper provides additional information on the state-governed community college systems in Alaska, Hawaii, Nevada, North Dakota, and Utah; the local-board governance structures used in Idaho and Wyoming; and the mixed or shared governance structures in place in Colorado, New Mexico, California, Oregon, Washington, Montana, and Arizona. Finally, a discussion is presented of the relationship among organization, governance, and mission. (AYC)

ED 257 524 JC 850 299

**Bedics, Richard A.**

**Program Mapping: Quality Control for Academic Programs.**

Pub Date—30 Jul 84

Note—12p.; Paper presented at the National/International Institute on Social Work in Rural Areas (9th/2nd, Orono, ME, July 28-31, 1984).

Pub Type—Reports - Descriptive (141)—Opinion Papers (120)—Speeches/Meetings Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Programs, Curriculum Development, Evaluation Criteria, \*Evaluation Methods, \*Program Evaluation, \*Program Improvement

Identifiers—\*Program Mapping

An approach to enhancing program quality in educational institutions through program mapping is presented in this report. First, the objective of program mapping is specified as a means to evaluate and clarify the learning outcomes of a college's educational programs; and its use as a graphic representation of the interdependent relationships among various learning components of an academic program is highlighted. Examples are given of the operation of program mapping, after which examples of the effects of the process on the structure of the curriculum at Pensacola Junior College are provided. These examples show that: (1) academic advising has been simplified; (2) the mapping process has enabled faculty to organize programs in a logical sequence; (3) the program maps have allowed for programmatic reorganization and restructuring by providing a visual representation to faculty of their total program; (4) administrative decisions have been made more objectively; (5) decisions about course revisions or deletions have been based on program needs rather than on personality or tradition; (6) orientation of adjunct faculty to the total program has been facilitated; (7) program mapping has been a vehicle for cooperative faculty participation; and (8) a total program for student success has been structured. Appendices include a sample program, a program map, major learning outcomes in Pensacola's Child Care Program, and an Early Childhood program map. (HB)

ED 257 525 JC 850 300

**Weeks, Ann A.**

**High School Graduates: A Market Share Analysis.**

Dutchess Community Coll., Poughkeepsie, N.Y.

Pub Date—Jul 85

Note—32p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*College Bound Students, Community Colleges, \*Enrollment Trends, \*High School Graduates, \*Place of Residence, Postsecondary Education, \*Two Year College Students

This report presents results of an analysis of the market share that Dutchess Community College (DCC) has of high school graduates in its service area and the larger demographic trends affecting DCC enrollment. Introductory material highlights the purpose of the study (i.e., to understand the college's market share in order to increase enrollments of traditional college-age students) and background variables (i.e., the projected decline by 29% from 1980 to 1995 in the total population of 15-19 year olds in Dutchess County). This section includes data on fall enrollments in Dutchess County elementary and secondary schools, and high school and population projections from 1982 to 2001. Next, data are provided on Dutchess County's 13 public school districts, which contain 14 public high schools. Tables present data on the population of the school districts and the school-age children in these districts. Next, information is provided on Dutchess County high school graduates, including the total number of public and non-public school graduates in Dutchess County by high school for 1980 through 1984. Then, the DCC market share of high school graduates is examined in terms of the numbers of Dutchess County high school graduates who enrolled at DCC from 1980 to 1984 and the percent of each high school graduating class enrolling at DCC during this period. Comparative percents for applicants and enrollees at DCC are presented for 1984. Finally, study conclusions and recommendations are provided. (HB)

ED 257 526 JC 850 301

**Drea, John T.**

**College Introduces Money-Back Guarantee on Transferability of Credits.**

John Wood Community Coll., Quincy, Ill.

Pub Date—[85]

Note—10p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Advising, Accountability, \*College Credits, \*College Transfer Students, \*Community Colleges, Educational Counseling, Student Recruitment, \*Transfer Policy, Two Year Colleges

Beginning in fall 1985, John Wood Community College (JWCC) is offering its students a guarantee that courses taken at the college will transfer to other institutions or the tuition paid by the student will be refunded. Each student applying for the Credit Transfer Guarantee must meet with a JWCC counselor. The student is responsible for indicating the institution he/she will attend and the courses to be transferred. The counselor consults articulation agreements and other sources and reports back to the student regarding the courses guaranteed to transfer. Both parties and the Dean of Student Services sign the agreement, which is official and binding. The guarantee is designed to encourage students to attend JWCC by reassuring them that the credits earned at the college can be used at other institutions. In addition, the guarantee is intended to deal with the issues of transferability particular to Illinois, where each institution determines independently which courses it will accept and where virtually no courses are universally transferable. Early student reaction to the guarantee has been positive and may encourage students planning their future to attend JWCC instead of a four-year college. A copy of the agreement and informational materials for students are appended. (HB)

ED 257 527 JC 850 302

**Callahan, Barbara**

**Honors Futures Course: Orwell's "1984"—Myth or Reality.**

Pub Date—[84]

Note—49p.

Pub Type—Reports - Descriptive (141)—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Change Agents, Community Colleges, \*Course Content, Course Descriptions, \*Futures (of Society), \*Honors Curriculum, \*Novels, Prediction, \*Social Change, Two Year Colleges

Identifiers—\*1984 (Title), Isothermal Community College NC, \*Walden Two (Skinner)

An overview is provided of an honors futures course offered at Isothermal Community College

and entitled "Orwell's '1984': Myth or Reality." The paper traces the sequence of class activities, discussion topics, and student assignments for the 11-week course. The following issues are discussed, both within and outside of the context of related coursework: the need for future consciousness, the dangers of allowing the future to happen, present crises and their possible impact on the future, the individual's right and responsibility to help create the future, and, finally, the future itself in the year 2020. The paper describes each segment of the course sequentially, explaining how an investigation of students' perceptions of the world's future and their own futures, the study of George Orwell's "1984" and B. F. Skinner's "Walden Two," and a visit to an existing Walden Two community serve as the basis for student discussions and coursework. Appendices include a course description, a selected bibliography, a course outline, a list of independent research projects, and sample test questions. (AYC)

ED 257 528 JC 850 303

Cogrove, John J.  
St. Louis Community College and the Local Economy: An Estimate of the College's Economic Impact.  
Saint Louis Community Coll., Mo.  
Pub Date—[84]  
Note—16p.  
Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Community Colleges, \*Economic Factors, Economic Research, \*Educational Economics, Expenditures, \*School Community Relationship, Two Year Colleges  
Identifiers—\*Economic Impact, Economic Impact Studies

This report presents results of a study conducted to estimate the economic impact of St. Louis Community College (SLCC) on the local economy. Introductory material discusses the purpose of economic impact studies, and an analysis of the demography of SLCC and the St. Louis area is provided. Next, the project model used in the study is presented, i.e., a cash flow model which quantifies in monetary terms social factors such as reduced unemployment and increased economic development and determines monetary impacts by computing annual expenditures of the college, college staff, and students. The following section presents study results in the areas of human capital, cash flow, and assessments of direct and indirect impacts. Highlights of the study include these findings: (1) total college expenditures in the St. Louis area were \$9,673,000, total employee expenditures were \$16,608,000, total college-related expenditures by students totalled \$65,279,000, and the total direct dollar impact on the St. Louis economy attributed to the presence of the college was \$91,560,000; (2) using a multiplier of 2.5 (as an estimate that for every dollar spent in the area an additional \$2.50 is generated in the local economy) the total multiple dollar impact due to the college's existence was \$228,900,000; and (3) for every dollar the college invested in the local economy through the purchase of goods and services an additional \$24 were generated. Estimates used to assess the economic impact of the college are appended. (HB)

ED 257 529 JC 850 304

Megerian, Rebekah  
Welfare Mothers in College.  
Pub Date—84  
Note—24p.; Graduate seminar paper, University of North Carolina at Greensboro.  
Pub Type—Reports - Descriptive (141) — Information Analyses (070)  
EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—\*College Role, \*Mothers, \*Reentry Students, \*Student Needs, Student Personnel Services, Technical Institutes, Two Year Colleges, Two Year College Students, \*Welfare Recipients  
This report discusses the role that colleges can play in helping welfare mothers overcome cycles of dependence and improve their career and life prospects; and indicates the ways in which colleges can benefit from the entrance of welfare mothers by improving counseling, financial aid, career counseling, and other services. After an introduction outlining ways in which all parties—taxpayers, colleges, the mothers, and their children—can benefit from colleges' targeting welfare mothers, the overall problems of poverty, and social and economic deprivation of welfare mothers, especially among blacks, are highlighted. Following an account of the case of one young welfare mother's experience in college, a

review of the literature on the experience of welfare mothers in college is provided. The remainder of the paper argues that general counseling services need to concentrate more on cultural factors in the mother's experience than on sex; identifies financial aid services as the most critical area for most of the mothers attending college; highlights career counseling as normally the next most important area of concern to the mothers; and discusses the roles of other services such as student activities, registration, and health care in helping to ensure the retention and academic success of the welfare mothers. (HB)

ED 257 530 JC 850 312

Blumenschein, Susan Williams, Ellenore  
Project CIRCLE: Curriculum by Industry Review-Computers Link to Education. A Competency Based Education Curriculum for Microcomputer Applications, Word Processing, Database Management, and Spreadsheet Management.  
Lake County Coll., Waukegan, IL. Lakeshore Educational Center.  
Spons Agency—Eastern Illinois Univ., Charleston; Public Employment Relations Research Inst., Washington, D.C.  
Pub Date—[84]  
Note—516p.  
Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)  
EDRS Price - MF02/PC21 Plus Postage.

Descriptors—\*College Curriculum, \*Competency Based Education, \*Computer Assisted Instruction, \*Computer Literacy, \*Curriculum Development, \*Microcomputers, Vocational Education  
This manual provides background materials for Project CIRCLE (Curriculum by Industry Review-Computers Link to Education), a competency-based curriculum developed to provide trainers or educators teaching short-term or long-term programs with a complete field-tested curriculum in microcomputer applications. Prefatory materials and acknowledgements are given in sections I and II, and Section III provides information on the manual's use and describes contents of the manual and options regarding their instructional applications. Section IV lists recommended references and section V provides the form used for student teaching and record keeping on students' achievement of competencies. Section VI, which comprises the bulk of the manual, includes competency sheets detailing program name, job title, competency title and number, student objective, measure of competency, resources to be used, learning activities, and evaluation criteria; narrative information; sample tests and answers; and a performance checklist for the three program areas. The final sections provide a glossary of relevant terms and a certificate of completion to be awarded to each student listing the competencies completed. (HB)

ED 257 531 JC 850 313

Cogrove, John J.  
An Assessment of a New Off-Campus Location.  
Pub Date—1 May 85  
Note—21p.; Paper presented at the Annual Forum of the Association for Institutional Research (Portland, OR, April 28-May 1, 1985).  
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)  
EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Community Colleges, Enrollment Influences, \*Off Campus Facilities, Outreach Programs, \*Participant Satisfaction, Questionnaires, School Surveys, \*Student Characteristics, Student Educational Objectives, Two Year Colleges, \*Two Year College Students

A study was conducted at St. Louis Community College (SLCC) to obtain students' opinions of the Clarkson Education Center (CEC), a new off-campus educational center opened in summer, 1984. The study sought information on the students enrolled at CEC and how they differed from the SLCC student body as a whole; students' views of the quality of instruction at CEC and courses that should be offered at the center; the factors influencing student enrollment; students' future plans; and the types of students likely to re-enroll. Questionnaires were distributed in class to all students during the first three semesters of CEC operations (summer and fall, 1984 and spring, 1985). Study findings, based on responses from 1,080 students, included the following: (1) 63% of the respondents had completed some college prior to enrollment, 56% were employed full time, and 76% were enrolled in 3 hours of classes;

(2) 53% of the CEC respondents had not previously attended a SLCC facility other than CEC; (3) 95% thought the quality of instruction at CEC was good (35%) or excellent (60%); (4) for 82% of the respondents the convenient location was a very important reason for attending CEC; (5) 45% attended to advance in their present career; (6) 16% of summer students and 47% and 43% respectively of fall and spring students planned to re-enroll the following semester; and (7) the additional courses that the respondents most wished to see at CEC were computer courses, business administration, and college algebra. The study includes a review of the literature. The survey instrument is appended. (HB)

ED 257 532 JC 850 314

Data and Characteristics of the Illinois Public Community College System.  
Illinois Community Coll. Board, Springfield.  
Pub Date—May 85  
Note—129p.; Most tables contain small print.  
Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)  
EDRS Price - MF01/PC06 Plus Postage.  
Descriptors—Administrators, \*College Faculty, \*College Programs, \*Community Colleges, Construction Programs, Educational Facilities, Educational Finance, \*Enrollment, Financial Support, School Personnel, State Surveys, Student Characteristics, Two Year Colleges, \*Two Year College Students  
Identifiers—\*Illinois

Data on the Illinois public community colleges, covering fiscal year (FY) 1984 and part of FY 1985, are presented in this report on students, faculty and staff, instructional programs, operating finances, and capital construction. After introductory material providing a summary profile of the colleges, a map of the college districts, and a listing of institutions, section I presents tables showing student characteristics, including headcount data for fall 1984 by sex and type of attendance, instructional program area, age, ethnic origin, academic classification, type of residency, and enrollment status; proportions of district populations served; headcount data for fall 1975 through fall 1984; and a summary of grants to disadvantaged students. Section II offers faculty and staff data, including information on instructional faculty, administrative staff, non-teaching professional staff, and classified staff for fall 1984; average base salaries; average class size; and percentage of classes by size categories. Section III presents program data, including an inventory of curricula offered in the Illinois colleges; degrees and certificates awarded; and occupational programs. Section IV provides financial data on apportionments, grants to colleges, instructional unit costs, tax levies, operating revenues and expenditures, and energy usage and costs. Finally, section V contains data on facilities and college construction. (HB)

ED 257 533 JC 850 315

Nickens, John M. Trofholz, Harlan F.  
Recommendations for Cost Containment for Florida Community Colleges Health Insurance Programs. A Research Report.  
Florida Community Junior Coll. Inter-institutional Research Council, Gainesville.  
Pub Date—Apr 85  
Note—36p.  
Pub Type—Opinion Papers (120) — Reports - Research (143)  
EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—Community Colleges, \*Fringe Benefits, Insurance, \*Program Costs, School Personnel, Statewide Planning, Two Year Colleges  
Identifiers—\*Florida

This report provides a discussion of strategies for containing the costs of health insurance programs offered at Florida's community colleges. Introductory material outlines the problem of spiralling health care costs and the impact upon the community colleges. In addition, some of the strategies for containing costs are discussed; e.g., increasing deductible expenditures, requiring a second opinion for surgery, forbidding weekend admissions, using home health care, and requiring pre-employment physicals. Next, broader plans which incorporate a variety of strategies for curtailing cost increases are highlighted, including charging a fee for service in health insurance schemes; and the establishment of a Health Maintenance Organization to provide pre-paid health protection on an "as needed" basis without charge. The remaining sections examine life and health programs currently in operation in 19



Florida community colleges; compare Florida programs with those in operation in California; and provide an overview of interviews with key informants in each of the colleges represented on the Florida Community/Junior College Inter-Institutional Research Council. Finally, the report presents a summary, conclusions, and recommendations. A request for bids for health insurance plans for the Florida Community College System is appended. (HB)

**ED 257 534** JC 850 316  
**State Plan for Community Colleges in Maryland.**  
 Maryland State Board for Community Colleges, Annapolis.  
 Pub Date—Jun 85  
 Note—185p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC06 Plus Postage.**  
 Descriptors—College Instruction, College Programs, \*Community Colleges, Continuing Education, Educational Facilities, \*Educational Finance, \*Educational Trends, \*Enrollment Trends, Governance, State Colleges, State Surveys, \*Statewide Planning, Student Personnel Services, Two Year Colleges, Two Year College Students

Identifiers—\*Maryland

Designed as a source of current information and a guide to future activities in Maryland's community colleges, this report provides a systematic overview of trends, goals, and needs, as well as quantitative data for each college. Chapter I explains the format, purposes, and uses of the report. Chapter II highlights the mission of Maryland's community colleges; presents a history of community colleges in the U.S. and in Maryland; and discusses the Maryland community college system's structure and governance, providing information on state coordination and local governance. Chapter III contains data illustrating the status of community college operations in the areas of enrollment, student characteristics, student services, degree and certificate programs, continuing education, faculty, finances, and physical facilities. Chapter IV lists the goals and objectives of the Maryland State Board for Community Colleges and of the college system, and chapter V discusses future directions in the areas of instruction, student services, financing operations, computer functions, institutional research, and physical facilities. Finally, chapter VI provides an overview of the institutional plans, projections, and resource requirements of each of the state's 17 community colleges. Appendices include definitions, enrollment and financial data, information on the state's management information system, and other Board publications. (HB)

**ED 257 535** JC 850 317  
**Maryland Community Colleges Continuing Education Manual.**  
 Maryland State Board for Community Colleges, Annapolis.  
 Pub Date—Jul 85  
 Note—74p.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—\*Adult Education, \*Community Colleges, \*Continuing Education, Course Evaluation, Educational Policy, Evaluation Criteria, \*Non-credit Courses, Records (Forms), \*State Aid, State Colleges, State Legislation, \*State Standards, Two Year Colleges

Identifiers—\*Maryland

This manual outlines Maryland's community college course evaluation system for continuing education courses. Part I provides a historical overview of continuing education in Maryland, including the legal provisions establishing the development of continuing education courses as a function of community college instructional development. Part II presents policies for state participation in continuing education courses. Part III highlights evaluation criteria for continuing education courses, including those submitted for state funding and those for which state funding is not requested. Parts IV and V present instructions for the completion of forms required for state funding, including the request for state funding for a continuing education course and the data monitoring form. Part VI describes the process related to resubmission for funding. Parts VII, VIII, and IX describe the appeal process; provide an inventory of continuing education courses; and present instructions for completion of the form for reporting enrollments in continuing education programs. Part X describes the continuing education data tape submission process. Finally, parts XI and XII describe the annual community college continuing education reporting schedule and the biennial review process. Appendices include an explanation of terminology used, classification codes, and relevant policies and procedures. (HB)

**ED 257 536** JC 850 320  
**Los Rios Community Coll. District, Sacramento, Calif.**  
 Pub Date—May 85  
 Note—62p.; Survey instrument contains small print.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—\*College Graduates, College Transfer Students, Community Colleges, Dropout Characteristics, \*Dropouts, Employment Patterns, Followup Studies, Graduate Surveys, \*Outcomes of Education, Participant Satisfaction, Questionnaires, Student Attitudes, \*Student Characteristics, Two Year Colleges, \*Two Year College Students

In spring 1984, the Los Rios Community College District conducted a survey of 4,280 former students who had attended one of the district's three colleges in fall 1982 or spring 1983. The study sought information on the former students' characteristics, primary educational goals, major programs of study, employment/educational status, and reasons for not re-enrolling at a district college. The survey population included all students who received an associate degree or certificate of achievement, as well as nongraduate/nonreturning students. Study findings, based on an adjusted response rate of 51.6%, included the following: (1) 63% of the general education graduates (GE Grads), 54% of the nonreturning students (NRSs), and 50% of the occupational education graduates (OE Grads) were female; (2) OE Grads were the youngest group; (3) almost 69% of the OE Grads had attended the community college primarily to earn university transfer credit, while 85% of the OE Grads attended to prepare for a new job or upgrade job skills, and 75% of the NRSs attended for job-related reasons; (4) 69% of the OE Grads were enrolled at a college or university and 61% were employed at the time of the survey; and (5) the respondents' primary reason for not re-enrolling at a district college was that they had completed the program or courses they desired. The survey instrument and cover letter is included. (AYC)

**ED 257 537** JC 850 321  
**Oroman, Mark.**  
**A Retention Study of Entering Students in Basic Skills Courses and Students in Non-Basic Skills Courses.**  
 Hudson County Community Coll., Jersey City, NJ.  
 Pub Date—Jun 85  
 Note—15p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—\*Academic Persistence, \*Basic Skills, Community Colleges, Comparative Analysis, \*Enrollment Trends, Full Time Students, \*School Holding Power, Student Attrition, Two Year Colleges, \*Two Year College Students

This report presents comparative information on full-time students at Hudson County Community College who were required to take basic skills courses and full-time students who did not have to take basic skills courses. Data are provided on 413 students (291 basic skills and 122 non-basic skills students) whose progress was followed from their enrollment in Fall 1981 for five semesters to the Fall 1983. In nine statistical tables the report provides information on retention patterns, the number of semesters enrolled, the impact of the "stopout" phenomenon, graduation data, enrollment by division, and exit performance and retention. Highlights of the report include: (1) students in need of no basic skills courses were more likely to return to the college than those students requiring such courses; however, the difference disappeared during the fifth semester after initial enrollment; (2) students in need of basic skills were more likely to have enrolled for one semester; (3) the "stopout" phenomenon was not a significant factor for either group of students; (4) 20% of the non-basic skills students received a degree within two years; and (5) one-third of the 291 students in need of basic skills exited from their basic skills courses. Of those who exited, 59% accomplished this at the completion of their first semester, 28% after two semesters, and 12% after completing three semesters. (HB)

**ED 257 538** JC 850 322  
**Weeks, Ann A. Sillin, Andrew.**  
**Alumni Survey, 1973-1983.**  
 Dutchess Community Coll., Poughkeepsie, N.Y.  
 Pub Date—Mar 85  
 Note—62p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—\*College Graduates, College Transfer Students, Community Colleges, Educational Attainment, \*Employment Patterns, Followup Studies, Graduate Surveys, \*Outcomes of Education, Two Year Colleges, Two Year College Students, Vocational Followup

A study was conducted at Dutchess Community College (DCC) to provide a broad picture of the further education and employment status of DCC alumni several years after graduation and to determine how satisfied alumni were with the education and services provided by the college. Survey questionnaires were mailed to a random sample of 20% of DCC alumni who had graduated between 1973 and 1983 (N=1414). Study findings, based on a 35% response rate, included the following: (1) over 90% of the DCC alumni surveyed remained in New York State, and more than 80% resided in Dutchess County; (2) 99% of the respondents reported high or moderate satisfaction with the college as a whole; (3) alumni who had been part-time students were significantly more satisfied with their DCC experience than former full-time students; (4) alumni indicated their greatest dissatisfaction with the following services: academic advisement, counseling services, clinical/fieldwork experiences, career development/transfer services, financial aid, and student activities; (5) 82% of the alumni with associate in arts degrees, 79% of the alumni with associate in science degrees, and 42% of the associate in applied science graduates reported having transferred to senior institutions; and (6) 87% of the respondents were currently employed, with almost 75% being employed in health care, business, engineering, or computer-related fields. The questionnaire is appended. (AYC)

**ED 257 539** JC 850 323  
**Kintzer, Frederick C. Wattenbarger, James L.**  
**The Articulation/Transfer Phenomenon: Patterns and Directions. Horizons Issues Monograph Series.**

American Association of Community and Junior Colleges, Washington, D.C. Council of Universities and Colleges; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-87117-144-9

Pub Date—May 85

Contract—400-78-0038

Note—85p.

Available from—American Association of Community and Junior Colleges, One Dupont Circle, NW, Washington, DC 20036 (\$10.00)

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**  
 Descriptors—\*Academic Persistence, \*Articulation (Education), \*College Transfer Students, \*Community Colleges, Foreign Countries, Government Role, Higher Education, Intercollegiate Cooperation, Statewide Planning, \*Transfer Policy, \*Transfer Programs, Two Year Colleges, \*Universities

This report presents a discussion of articulation and transfer between community colleges and four-year institutions and points to future directions for transfer education. Chapter I examines the current situation regarding transfer education including background information on transfer enrollments; a summary of the literature on transfer enrollments, and performance and persistence; performance and persistence in California and other states; and the implications of the current situation for public policy. Chapter II discusses statewide articulation and transfer and identifies three types of statewide and/or transfer agreements (i.e., formal and legally

based policies, state system policies, and voluntary agreements between individual institutions or systems), and provides examples of each of these types of agreements. This chapter also examines the transfer of vocational-technical credits and the transfer potential of upper-level universities. Chapter III reviews significant developments on the international scene including an assessment of developments in Canada, the United Kingdom, Scandinavia, and Ireland. Finally, chapter IV examines some new developments in transfer education including the shift in attention from traditional college students to "the new clientele"; transfer relationships with business/industry, proprietary schools, and the military; major projects undertaken to promote the study of articulation and transfer; and current trends in the area of articulation and transfer. (HB)

ED 257 540 JC 850 324

Illinois Valley Community College Catalog and Career Decision Guide, 1985-1986/1986-1987. Illinois Valley Community Coll., Oglethorpe.

Pub Date—[85]

Note—185p.

Pub Type—Reference Materials - Directories/Catalogs (132) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC08 Plus Postage.  
Descriptors—\*Admission (School), Admission Criteria, Associate Degrees, \*Career Planning, Community Colleges, \*Course Descriptions, Program Descriptions, \*School Activities, School Catalogs, \*School Policy, Student Recruitment, Two Year Colleges

This catalog and career decision guide provides information for students on the programs and services offered by Illinois Valley Community College (IVCC) for 1985-86 and 1986-87. After introductory material provides information on admissions and the college calendar for 1985-86 and 1986-87, a history of the college and its educational philosophy is presented. The following sections provide information on student services including the student development program and other services for students; financial aids including grants and scholarships; and continuing education programs. The next section provides student status information on student classification, grading policies, withdrawals, scholastic requirements, graduation requirements, transfer credit, military service credit, and tuition and fees. Following information on student activities and organizations, the university transfer specialties in 32 fields leading to the degrees of associate in arts and associate in science are highlighted. The following sections present the associate in applied science and certificate programs at IVCC; cooperative agreements with other community college districts; and course descriptions. Finally, a list of staff, an application for admissions, and a career planning information section are provided. (HB)

ED 257 541 JC 850 325

Koltai, Leslie

Search for General Education: A Challenge for the Nation's Community Colleges.

Pub Date—29 Mar 84

Note—30p.; Paper presented at the National Workshop of the Community College Mid-Career Fellowship Program (Princeton, NJ, March 29-31, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—\*Articulation (Education), \*Associate Degrees, Basic Skills, \*Community Colleges, Degree Requirements, \*Educational Change, Educational Counseling, \*Educational Quality, \*General Education, Liberal Arts, \*Relevance (Education), Two Year Colleges

This paper discusses the role of general education in the community colleges in the United States and presents recommendations for changes to improve the quality of education in the community colleges. First, the paper notes the lack of stature, relevance, and institutional support for general education in the community colleges and argues that if change is to occur general education must be defined, and its content and goals determined. Next, results of a study conducted to examine the meaning and relevance of the associate degree in the community colleges are outlined, including the need for more general education course work and updated competencies in general education; lower student demand for the associate in arts degree; the need for continued reviews in the area of high technology courses and programs; and the perceived need for more basic skills education in the community colleges.

Then, college graduates' views, derived from the Comprehensive Outcome Measures Project, of the skills having the greatest value in the "real world" are specified, including skills in communication, problem solving, value clarification, functioning within various social settings, using science and technology, and using the arts. Finally, recommendations for improving general education within the community colleges are presented including the development of appropriate competency standards to guarantee quality; better liaison between the community colleges and four-year institutions; improved student counseling and career planning; the establishment of associate degree committees at each college; and efforts to attract the support of foundations for using community colleges as a national resource in advancing the world of work and developing cooperative efforts between universities, colleges, and high schools. (HB)

ED 257 542 JC 850 326

Annual Report on Staffing & Salaries, 1984-85: California Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—May 85

Note—330p.; Prepared by the Analytical Studies Unit. Document printed on colored paper.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC14 Plus Postage.  
Descriptors—\*Administrators, \*College Faculty, \*Community Colleges, Compensation (Remuneration), Full Time Faculty, Part Time Faculty, Personnel Data, \*Salaries, \*School Personnel, School Statistics, \*Staff Utilization, Two Year Colleges

This report presents data on community college staffing and salaries for the California Community Colleges. The first five tables present the number of employees by primary occupational activity; the number of full-time equivalent (FTE) employees by occupational activity; the number of employees by type of assignment; percent distribution and rate of weekly faculty contact hours of regular workload and overload taught by certificated staff; and a nine-year profile of full-time faculty and average salaries. Next, a series of tables are presented for six major categories of community college employees: contract/regular (full-time) faculty, temporary (part-time) faculty, full-time non-teaching professionals, full-time certificated administrators, full-time classified administrators, and all other full-time classified employees. These tables provide data on percent distribution by age; percent distribution by gender and ethnicity; number and percent distribution by employment classification, by employment status, by months of employment contract or agreement; percent distribution of annual salary per schedule plus stipends, percent change in employee salary and stipend over the prior year; expenditures for mandatory contributions and district-paid employee benefits; percent distribution of weekly faculty contact hours; and percent distribution of salaries for faculty having 12 or more hours of instruction. Appendices include a copy of the 24 data elements used for producing the report, a list of the district contact persons responsible for coordinating the submission of data, and a copy of each district's contract/regular faculty salary schedule. (HB)

ED 257 543 JC 850 327

Russell, James E.

An Analysis of Student Activity at Graham Correctional Center. Report #102.

Lincoln Land Community Coll., Springfield, IL. Office of Admissions, Records & Research.

Pub Date—Jun 84

Note—12p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Academic Persistence, Community Colleges, \*Correctional Education, \*Enrollment Trends, Extension Education, \*Prisoners, Student Attrition, Transfer Programs, Two Year Colleges, Vocational Education, \*Withdrawal (Education)

This report provides an analysis of student performance, in the areas of student persistence, withdrawal, and achievement, in transfer and occupational courses offered by Lincoln Land Community College (LLCC) at Graham Correctional Center (GCC). First, background material provides information on LLCC's teaching system at GCC which began in 1981 and in which the students were allowed to register for a course, progress through

that class, withdraw or complete that class, and then enroll in new courses all within the same length of time as the traditional college semester. Next, charts present student headcount by program and by term for transfer and occupational students for fall 1982 through fall 1983; the hours generated by program and by term for fall 1982 through fall 1983; the enrollment patterns within GCC by program and by term for fall 1982 through fall 1984 including the number of students enrolled and the rate of change by semester; rates of student persistence by program and by term; student withdrawal rates by course hours; complete student withdrawals by term and by program for fall 1982 through fall 1984; and student completion rates and mean grade point average by term and by program for fall 1982 through fall 1984. (HB)

ED 257 544 JC 850 328

Tilton, Theodore

The National League for Nursing and Associate Degree Nursing.

Pub Date—25 Apr 83

Note—8p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (63rd, New Orleans, LA, April 24-27, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—\*Associate Degrees, \*Bachelors Degrees, \*Certification, Community Colleges, Educational Planning, \*Employment Qualifications, Labor Needs, Nurses, \*Nursing Education, Standards, Two Year Colleges

Identifiers—\*National League for Nursing  
This paper discusses current differences in the nursing education community regarding the roles of associate degree and baccalaureate degree nurses and presents a critique of the "Position Paper on Nursing Roles—Scope and Preparation" issued in 1982 by the National League for Nursing (NLN). After a discussion of the history and background of associate degree nursing, objections are presented to the NLN position paper which calls for the baccalaureate degree in nursing as the academic preparation for professional nursing practice. These objections include: (1) that the NLN recommendation encourages groups advocating changes in licensure for nurses; (2) that changes in current nursing practice and the diversified skills demanded of a nurse do not warrant a change in licensure requirements; (3) that the quality of making "independent judgments and critical decisions" that the NLN stated was required of professional nurses does not exclude associate degree nurses; and (4) that the NLN position paper failed to take into consideration that the baccalaureate nursing programs are not in a position to supply the nursing needs of the nation. (HB)

## PS

ED 257 545 PS 014 409

Brennan, Deborah

Towards a National Child Care Policy. Institute of Family Studies Background Paper.

Institute of Family Studies, Melbourne (Australia). Report No.—ISBN-0-642-87869-2

Pub Date—Apr 83

Note—63p.

Available from—Editor, Institute of Family Studies, 766 Elizabeth Street, Melbourne, Victoria 3000, Australia.

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.  
Descriptors—Child Caregivers, \*Day Care, \*Day Care Centers, \*Demography, Early Childhood Education, Employed Women, Employer Supported Day Care, \*Financial Support, \*Government Role, Nursery Schools, \*Public Policy

Identifiers—Australia  
This background paper was commissioned to survey the condition of child care in Australia. The first three sections give statistical data on the current patterns of care arrangements and the factors contributing to a demand for expanded and more flexible child care services, i.e., family composition, income, and work arrangements. The next section summarizes the changing role of the Australian federal government since the Child Care Act of 1972 and the variations in state and local government

commitment. The last two sections discuss the pros and cons of some important policy questions, i.e., who shall receive government-supported day care, how federal funds should be allocated to local agencies, what proportion of the cost of child care should be borne by parents and by government, what role should be played by commercial daycares and work-related children's centers, and how the wages and conditions of child care workers can be improved. The report closes with nine recommendations for resolving some of these issues. The Australian Labor Party policy on child care, excerpted from the 1982 platform, is appended. (CB)

**ED 257 546 PS 014 691**  
Reporting Child Abuse: Rights and Responsibilities for Child Care Providers.

Child Care Law Center, San Francisco, CA.  
Spons Agency—California State Dept. of Social Services, Sacramento. Office of Child Abuse Prevention.

Pub Date—[81]

Note—13p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Child Abuse, \*Day Care, Early Childhood Education, \*Preschool Teachers, State Programs, \*Teacher Responsibility, \*Teacher Rights

Identifiers—\*California

This booklet provides answers to 12 questions about the rights and responsibilities of child care providers in California concerning the issue of child abuse. The questions are (1) Who is a "Child Care Custodian?" (2) How do I decide whether or not to report? (3) How do I recognize 'abuse' and 'neglect'? (4) How and when should I tell the parent about the report? (5) To whom must I report? (6) What information must a report contain? (7) What if the report turns out to be untrue? (8) What if I fail to file a report? (9) Do I have a right to know what happens after I report? (10) What if a child shows up with an untreated injury? (11) May I discipline children in my care the same ways their parents do? and (12) What if I am accused of abuse? (RH)

**ED 257 547 PS 014 873**

Hardin, Mark. Tazzara, Patricia

Termination of Parental Rights: A Summary and Comparison of Grounds from Nine Model Acts. Planning for Children in Foster Care Project. American Bar Association, Washington, DC. National Legal Resource Center for Child Advocacy and Protection.

Spons Agency—Edna McConnell Clark Foundation, New York, N.Y.

Pub Date—Mar 81

Note—92p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Child Abuse, Child Neglect, Comparative Analysis, \*Foster Care, \*Guidelines, \*Legislation, Models, \*Parent Rights, \*Standards

Identifiers—\*Termination of Rights

The chart and summaries provided in this monograph describe approaches to the involuntary termination of parental rights taken by a number of proposed models. Preceded by nine brief summaries, the chart compares the specific provisions of the (1) Institute of Judicial Administration/American Bar Association Standards on Abuse and Neglect (Tentative Draft 1977); (2) Katz Model Act to Free Children for Permanent Placement (1978); (3) HHS Model State Adoption Act (1980); (4) Model Dissolution of Parent-Child Relationship Act (1976); (5) RRI Guidelines for the Involuntary Termination of Parental Rights (1980); (6) Uniform Juvenile Court Act (1968); (7) Advisory Committee on Standards for the Administration of Juvenile Justice (1980); (8) National Council of Juvenile Court Judges (1976); and (9) Goldstein, Freud, and Solnit Suggestions for a Child Placement Code (1979). These models are compared on the basis of general considerations or goals and with respect to the following specific grounds and factors: the condition of the parent(s); parental conduct both before and during the child's placement; length of time the child has been out of parental custody; efforts by the state to reunify the family; the child's significant relationships; the child's preference; alternative placements; and the best interests of the child. Excerpts from the models and information about where copies of the models can be obtained are included. (RH)

**ED 257 548 PS 014 877**

Pence, Alan R.

Two Worlds of Day Care: The Practitioner and the Researcher = Deux Mondes des Services de Garderie: La Pratique et la Recherche.

Pub Date—[81]

Note—11p.

Language—English; French

Pub Type—Multilingual/Bilingual Materials (171)

— Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Day Care, Early Childhood Education, \*Educational History, \*Educational Research, \*Research Needs

Identifiers—Research Results, \*Research Trends

This brief essay, presented in parallel English and French versions, highlights the process by which day care practice and day care research have begun to overlap. First, the development of day care research in North America is presented in a "generational" model. It is argued that a shift has occurred from general child care (residential) studies to specifically day care-based studies and that a growing commitment to relevant, community-based research has led to increasing convergence between the interests of the day care practitioner and the day care researcher. Subsequently, the results of several significant studies from these various generations are examined in somewhat more detail. Key day care studies reviewed include "Infant Care and Attachment" (Caldwell et al., 1970); "The National Day Care Center Supply Study" (Ruopp, 1974-1978); "Field Study of the Neighborhood Family Day Care System" (Johnson, 1968-1972); and "The Interpersonal Relationship between Parents and Caregivers in Day Care Settings" (Powell, 1979). In conclusion, a future direction for day care research is suggested. (RH)

**ED 257 549 PS 014 878**

Campbell, Sheila D.

Facilities and Equipment for Day Care Centers.

Department of National Health and Welfare, Ottawa (Ontario). Social Service Programs Branch. Report No.—ISBN-0-662-13156-8

Pub Date—84

Note—54p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Classroom Design, \*Day Care Centers, Design Requirements, Early Childhood Education, \*Educational Equipment, Educational Facilities Design, Foreign Countries, Guidelines, Learning Centers (Classroom), \*Play, Playgrounds, School Buildings, \*Selection, \*Space Utilization

Identifiers—\*Playground Design, Playground Equipment

This guide provides assistance in selecting and designing the day care center's building and grounds and in planning and arranging the center's playroom. In regard to the building and grounds, discussion considers program and support service functions, highly desirable features of buildings and grounds, playroom space, outdoor space, and principles for designing the playyard. Discussion concerning the playroom focuses on the activity center, equipment and materials, criteria for choosing play equipment and materials, and a playroom equipment list specifying basic and optional items for activity centers devoted to art, blocks, dramatic play/house play, library/language/books, manipulative/constructive/quiet play, music/movement, sand, science/pet, water play, and woodworking/carpentry activities. In conclusion, a reference list cites general references on space, equipment, and materials; outdoor play space/the playyard; equipment and materials for play; audio-visual materials; and organizations and agencies considered useful to those involved in day care program planning activities. (RH)

**ED 257 550 PS 014 890**

Vinje, Maria

Een Serie Experimenten Over Het Uitkijkgedrag van Kleuters (A Series of Experiments of Kindergarten Children Looking Out for Traffic Standing at the Curb).

State Univ. of Groningen (Netherlands).

Report No.—VK-81-01

Pub Date—Sep 82

Note—69p; This research was prepared at the Traffic Research Centre in the framework of project "Onderzoek Educatief Programma Kleuters."

Funding was also provided by Stichting Wetenschappelijk Onderzoek Verkeersveiligheid-SWOV.

Available from—Traffic Research Centre, University of Groningen, Rijksstraatweg 76, 9752 AH HAREN, Netherlands (no price quoted).

Language—Dutch

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Age Differences, Comparative Analysis, Early Childhood Education, \*Elementary School Students, Foreign Countries, \*Kindergarten Children, \*Preschool Children, \*Traffic Safety

Identifiers—\*Netherlands

In a series of experiments, kindergarten children were to look out for traffic while standing at a curb and to tell the experimenter when they could cross the street. In trials without oncoming traffic clear differences were found between 4-year-old children and older kindergarten children. The 4-year-olds most often looked in one direction only. The older children, in contrast, did look in both directions. However, they did not do so as often when traffic approached. Their looking behavior after the passage of a car was especially inadequate, because they either did not continue to look out for traffic, or they looked in one direction only. Involving 23 kindergarten children and 23 third graders, the final experiment compared subjects' looking behavior after traffic passed. Trials with one and two passing cars were conducted. After the passage of the first car both groups of children frequently did not look in both directions, but third graders more often checked both traffic directions. However, the behavior of the kindergarten children cannot be considered unsafe, because under these circumstances at least 87 percent of the oncoming cars were detected, as shown by the fact that the children looked in the direction from which the car was coming. (Author/RH)

**ED 257 551 PS 015 009**

Lee, Marjorie W.

An Electric Preschool: Pros and Cons.

Pub Date—Nov 84

Note—26p; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Los Angeles, CA, November 8-11, 1984).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Advocacy, Computer Literacy, Early Childhood Education, \*Educational Innovation, \*Microcomputers, Parent Role, \*Play, \*Preschool Education, \*Social Change, Teacher Education, \*Teacher Responsibility

An electric preschool is a classroom or center for children 3 to 5 years of age in which the curriculum with its supportive activities, materials, and equipment depends more on technology that is powered by electricity than on manually operated objects. Certainly, preschoolers need stimulating and safe environments managed by adults who allow them to act physically, mentally, and emotionally on objects and who provide them with concrete objects and experiences that promote development. Because computers are such a central component of our society, a good preschool today and in the future must include one or more microcomputers. Teachers in those preschools must be computer-literate and able to teach computer literacy skills to young children. Early childhood educators must now consider how much of the early childhood curriculum should be experienced by children via the computer and how much through traditional play. Several advantages and disadvantages of the electric preschool and the microcomputer are evident and must be taken into account. (Directed specifically toward child advocates, workshop participants, teacher educators, early childhood teachers, and parents, concluding remarks offer suggestions focusing on young children's needs for optimum development and the advantages and concerns relative to the use of computers with preschoolers.) (RH)

**ED 257 552 PS 015 026**

Minimum Licensing Requirements for Infants and

Toddlers in Day Care Centers.

Arkansas State Dept. of Human Services, Little

Rock. Div. of Social Services.

Report No.—SS-Pub-003

Pub Date—Apr 84

Note—36p.

Pub Type—Legal/Legislative/Regulatory Materials (090)



**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Certification, \*Child Caregivers, \*Day Care Centers, Early Childhood Education, Health, Infants, Nutrition, Physical Environment, Recordkeeping, \*State Legislation, \*State Licensing Boards, \*State Standards, Toddlers

Identifiers—\*Arkansas

Minimum licensing requirements for persons or organizations operating a child care facility in the state of Arkansas are defined in this publication. Particulars concern licensing authority and definition, organization and administration, staff, program, discipline, records, nutrition, building and grounds, furniture and equipment, health, safety, alternative compliance, licensing procedure, and church-operated exemption. Appendices provide an immunization schedule, a copy of the Child Care Facility Licensing Act, and materials related to the granting, revocation, denial, or suspension of license; show cause hearings; and appeal procedures. (RH)

**ED 257 553**

PS 015 108

**Regulations for Child Day Care Centers Operated by Religious Bodies or Groups.**

South Carolina State Dept. of Social Services, Columbia.

Pub Date—24 Jun 83

Note—29p; Printed on colored paper.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Consultation Programs, \*Day Care Centers, Definitions, Early Childhood Education, Equipment, Fire Protection, Food, \*Health, Health Conditions, Hygiene, Inspection, Methods, \*Religious Organizations, \*Safety, Sanitation, Sleep

Identifiers—\*South Carolina, \*State Regulation, State Role

As set forth in this manual, the regulations for child day care centers operated by religious bodies or groups constitute the minimum requirements to be met and maintained by each such facility in South Carolina. Regulation 114-5-20 sets out definitions and procedures for preadmission consultation, original registration, inspection, and continuation of registration and inspection. In addition, this regulation specifies provisions for registration and inspection, and consultation and inspection. Regulation 114-5-21 enunciates standards concerning health and life safety. Regulations specifically focus on health of children and staff; health practices regarding children, food, and sleeping and resting equipment; safety provisions; environmental sanitation; and fire safety. (RH)

**ED 257 554**

PS 015 111

Cohn, Jeffrey F. And Others

**At-Risk Infants: Face-to-Face Interaction and Developmental Differences.**

Spons Agency—National Institutes of Health (DHHS), Bethesda, Md.

Pub Date—27 Apr 85

Grant—NIH-BRS-G-RR07084-18; NIMH-G-35122

Note—22p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 27, 1985).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cognitive Development, Comparative Analysis, \*Depression (Psychology), Emotional Development, \*Infants, Longitudinal Studies, \*Mothers, \*Parent Child Relationship, \*Parent Influence, Spontaneous Behavior, Videotape Recordings

Identifiers—\*Face to Face Communication

A group of clinically depressed mothers and their infants were studied to ascertain effects of mothers' emotional condition on children's behavior and development. Participants in the study were 29 families with an infant believed to be at psychiatric risk. Maternal depression was assessed at the time of family intake with the Center for Epidemiological Studies Depression scale; infants were assessed using both observational and psychometric measures at 7, 12, and 18 months of age. A closely matched control group was assessed at 12 and 18 months of age. Videotapes of 40 minutes of spontaneous mother-infant interaction were made in each family's home. A subsample of 13 mothers was asked to engage in a structured face-to-face interaction for 6 minutes after spontaneous interaction. Findings revealed that the behavior of most mothers was neu-

tral to negative in affect expression. Depressed mothers' involvement with their child was primarily intrusive or angry. In contrast to that of the mothers, infant behavior was more consistently neutral to negative in affect expression. Small but significant differences between depressed and case-control infants were found in mental and motor development. It is concluded that infants' affective and cognitive development may be undermined by daily interactions with a primary caregiver behaving in a disengaged or intrusive way. (RH)

**ED 257 555**

PS 015 133

Paris, Cynthia L. Morris, Sandra K.

**The Computer in the Early Childhood Classroom:**

Peer Helping and Peer Teaching.

Pub Date—Mar 85

Note—21p; Paper presented at the Microworld for Young Children Conference (College Park, MD, March 8-9, 1985).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Early Childhood Education, \*Microcomputers, \*Peer Relationship, \*Peer Teaching, \*Preschool Children, \*Teacher Effectiveness, \*Young Children

Identifiers—\*Helping Behavior

The purpose of this study was to determine the conditions under which children at computers help or teach each other and to identify ways teachers might efficiently prepare and supervise a computer area. A total of 36 observations were collected of 4-through 7-year-old children and their teachers in three early childhood programs. One hundred and thirty-six teaching and learning events were isolated and labeled either "successful" or "unsuccessful." These events were then reviewed and elements associated with successful and unsuccessful teaching and learning were identified. Results indicate (1) children can be effective teachers and helpers; (2) children can use both verbal instruction and demonstration as successful teaching techniques; (3) children were most likely to accept help when they asked for it and reject unsolicited help; (4) unproductive uses of teacher time were quizzing or offering help before students request it; and (5) effective uses of teacher time at the computer were prompting children to teach-help and respond to requests for specific help. (RH)

**ED 257 556**

PS 015 137

**Child Welfare and Foster Care Issues. Hearing before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means. House of Representatives, Ninety-Eighth Congress, Second Session (Oakland, California).**

Congress of the U.S., Washington, D.C. House Committee on Ways and Means.

Pub Date—16 Apr 84

Note—140p; Several pages contain small or broken type.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Child Abuse, \*Child Neglect, \*Child Welfare, \*Foster Care, Hearings, \*Retrenchment, \*Unemployment

Identifiers—Adoption Assistance Child Welfare Amend 1980, California Association of Services to Children, Congress 98th, Permanency Planning (Foster Care)

Hearings were held to gather information on the current state of child welfare and foster care programs and to examine the impact on families of federal cuts in social services, AFDC programs, and other federally funded programs affecting families. Particular attention was given to relationships between unemployment and the related stress on families and increasing reported incidences of child abuse and neglect. The hearings included invited witnesses from public and private child welfare and foster care agencies; representatives of the judicial system; foster parents; former foster children; professional organizations whose members are involved in the direct provision of services to families; and other organizations representing health, emergency care, and research activities. Much of the testimony given concerns issues related to the implementation of the Adoption Assistance and Child Welfare Amendments of 1980 (P.L. 96-272). Tables included in the report provide data on characteristics of youth and families served by the California Association of Services for Children. (RH)

**ED 257 557**

PS 015 146

Kinney, Patricia And Others

**Programs for Four Year Olds: A Resource Paper. Maryland Committee for Children, Inc., Baltimore.**

Pub Date—Jan 85

Note—47p; Prepared by the Programs for Four Year Olds Subcommittee of the Public Policy Committee.

Available from—Maryland Committee for Children, Inc., 608 Water Street, Baltimore, MD 21202 (\$7.00).

Pub Type—Information Analyses (070) - Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Compensatory Education, \*Early Childhood Education, Educational Policy, Educational Quality, Government Role, Information Dissemination, Literature Reviews, Parent Role, Preschool Curriculum, \*Program Descriptions, \*Program Development, Staff Development, State Programs, Teacher Attitudes

Identifiers—\*Maryland

The purpose of this paper is to provide information about the current status of available programs, research findings related to quality programs, and issues surrounding programs for 4-year-old children. The paper is intended as a resource for multiple audiences, including decision makers, legislators, regulatory administrators, advocates, parents, and all those whose tasks relate to programs for 4-year-olds. In addition, the paper is an initial attempt to study the major issues related to such programs. The research review briefly describes compensatory programs for disadvantaged children; cites conclusions of a comparison of four types of programs; describes some state and district-wide programs in Maryland, New York, South Carolina, and the District of Columbia; summarizes results of a national survey of educators' views about the expansion of early childhood education; and reports policy statements of the Educational Policies Commission and NAEYC regarding the expansion of programs. Existing programs for 4-year-olds in Maryland are described. The discussion of issues focuses on program quality, availability and accessibility, curriculum, training, parent role, regulations, the impact of early education on existing programs, and the dissemination and exchange of information among educators of 4-year-olds. Recommendations of the Maryland Committee for Children concerning program quality, availability and accessibility, and future research are provided along with citations of selected references. (RH)

**ED 257 558**

PS 015 151

Anastopoulos, Arthur D. Krehbiel, Gina G.

**The Development of Private Speech: A Review of Empirical Evidence Addressing Vygotsky's Theoretical Views.**

Pub Date—Apr 85

Note—19p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Information Analyses (070) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Language Acquisition, Language Research, Literature Reviews, \*Problem Solving, \*Self Control, \*Social Influences, \*Test Validity, Theories, Young Children

Identifiers—Developmental Patterns, \*Private Speech, \*Vygotsky (Lev S)

This paper examines the validity of Vygotsky's interpretation of the private speech (PS) phenomenon on the basis of findings reported in the literature. A review of available findings provided support for an age-related shift from overt to covert means of verbal self-regulation and for an interpsychological to intrapsychological shift in the regulation of problem-solving behaviors. Several studies reported increases in self-regulatory PS following increases in task difficulty. Although correlational data suggested that these increases were associated with more successful task performance, further support for a self-guidance function was absent in studies that more directly examined the degree of correspondence between overt verbalizations and problem-solving behaviors. Relatively little support was found for the curvilinear developmental hypothesis. A lack of self-regulatory PS was not a distinctive feature of impulsive children, who instead exhibited more task-irrelevant PS. Inconsistent findings hindered an interpretation of the influence

of others upon the occurrence of PS. The relative absence of pertinent data precluded any appraisal of whether PS undergoes developmental changes in structure. While the above findings provided some basis for questioning the overall validity of Vygotsky's theoretical framework, this conclusion was tempered by a consideration of several methodological difficulties noted among the reviewed studies. (Author/RH)

ED 257 559 PS 015 154

Applefield, Pauline F.

Strategic Abilities and Instructional Advice in Children's Problem Solving.

Pub Date—Apr 85

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, \*Elementary School Students, Grade 2, Grade 3, \*Hypothesis Testing, \*Individual Differences, \*Individual Instruction, Predictor Variables, \*Problem Solving Identifiers—\*Hypothesis Formulation, \*Strategic Behavior

This research investigates how individual differences in strategic abilities affect problem solving and, more particularly, the extent to which hypothesis-generating skills predict effective hypothesis testing. Additional questions concerned the effects of content and timing of instructional advice on children's problem-solving strategies, and possible differential effects of such advice for children with varying hypothesis-generating skills. A total of 80 children 7 and 8 years of age worked four sets of alphabet transformation problems. Sufficient information resources were available to enable solution of all problems. In addition to general instructions and encouragement given to all subjects, three levels of instructional advice were provided, which varied according to the problem-solving stage at which advice was given and the specific relevance of the information. Results confirmed that, compared to other subjects, children initially able to generate viable hypotheses were more efficient in obtaining and applying information necessary to solve the problems. Problem-solving ability improved both when diagnostic advice followed an incorrect solution attempt and when directions for obtaining crucial information preceded a solution attempt. Children's subsequent problem-solving efficiency was improved by earlier advice. Advice was especially beneficial for children who showed initial strategic skills. These and other results are interpreted as supporting the trainability of intellectual skill components of inductive reasoning. (Author/RH)

ED 257 560 PS 015 155

Feiring, Candice Lewis, Michael

The Child's Social Network: The Effects of Age, Sex and Socioeconomic Status from 3 to 6 Years.

Pub Date—Apr 85

Note—26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Age Differences, \*Preschool Children, Preschool Education, \*Sex Differences, \*Social Networks, \*Socioeconomic Status Identifiers—Patison Social Network Inventory

This study examined the characteristics of the child's social network as it changes within the preschool period. Of particular interest is how the social network changes as the child moves from a more home-centered existence at 3 years to a more school-centered existence at 6 years of age. Also of concern is the effect of sex and socioeconomic status on the nature of the child's social network. A total of 85 children and their mothers were studied as part of a longitudinal research project. Each mother reported on their child's contacts with relatives, adults, and peers when the child was 3 and 6 years old. The results show that the child's social network composition and contacts change with age and vary as a function of the child's sex and socioeconomic status. For example, from 3 to 6 years children decrease contact with relatives and increase contact with peers and non-relative adults. Across age, but especially at 6 years of age, male subjects have more contact with male than female

friends and female subjects have more contact with female than male friends. These findings illustrate how sex role socialization patterns are reflected in contact with same sex peers compared to opposite sex peers in the social network. In general, the findings suggest that the social network structure provides different types of interaction opportunities according to developmental level as well as sex and socioeconomic status of the child. (Author/RH)

ED 257 561 PS 015 156

Stevenson, Michael R.

The Effects of Single-Parenting on Sex-Role Development: The State of the Art.

Spons Agency—Ball State Univ., Muncie, Ind.

Pub Date—Apr 85

Note—18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Information Analyses (070)—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Family Influence, \*Family Structure, \*Fatherless Family, Literature Reviews, Meta Analysis, One Parent Family, \*Personality Development, \*Research Problems, \*Sex Differences, \*Sex Role Current thought about the effects of single-parenting on children's sex-role development has supported (1) the traditional view that being raised in a single-parent home is deleterious to the well-being of children; (2) the conditional view noting that differences exist between children in father-absent and father-present homes (but only in particular situations or only in a subset of single-parent children); and (3) the conservative view that the literature is too inconsistent to draw sound conclusions. Application of Hedges' (1982) meta-analytic techniques to the literature indicates that for females no clear evidence exists for effects due to father-absence. Preschool father-absent boys made less stereotypical choices of toys and activities when compared to father-present age mates. They also were likely to have less masculine scores on projective measures, particularly those assumed to measure identification with father. Older father-absent boys showed more stereotypical overt behavior, especially aggression, when compared to father-present boys. Thus, the meta-analysis supports the conditional view. Future research concerning the relationship between single-parenting and the sex-role development of offspring must consider both the questionable usefulness of the father-absence paradigm and implications of the fact that sex-typing is multidimensional. (Author/RH)

ED 257 562 PS 015 160

Block, Jack Gjerd, Per F.

Distinguishing between Antisocial Behavior and Undercontrol.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; Norwegian Research Council for Science and the Humanities.

Pub Date—Apr 85

Grant—NIMH-MH-16080; NRCSH-B68-80-006

Note—66p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Adolescents, \*Antisocial Behavior, Child Rearing, \*Children, Daughters, Drug Use, Longitudinal Studies, \*Personality Assessment, Personality Traits, Predictor Variables, Q Methodology, Self Concept, \*Self Control, Sex Differences, Sons

Identifiers—Constructs, Impulsiveness, \*Undercontrol (Psychology)

This paper examines the conceptual and empirical relationships differentially associated with antisocial behavior and undercontrol, two concepts that frequently are confused. The personality characteristics conceptually associated with antisocial behavior were specified by seven psychologists using the California Child Q-sort (CCQ) to describe independently a prototypically antisocial adolescent. Next, CCQ descriptions of each adolescent in a longitudinal study of ego and cognitive development of 3-, 4-, 5-, 7-, 11-, and 14-year-olds were correlated with the prototype. The congruence between an actual CCQ description and the prototype was the index of antisocial personality. Undercontrol was operation-

alized similarly. Indices of antisocial personality and of undercontrol then were related to indices of adolescent drug usage, self-concept, and parental child-rearing practices. Numerous external correlates distinguished between antisocial personality and undercontrol. Antisocial personality, but not undercontrol, predicted drug usage at age 14 in both sexes. The value systems of antisocial males reflect aspirations for wariness and involvement. Parental child-rearing values foretold antisocial behavior and undercontrol more frequently in girls than in boys. (Author/RH)

ED 257 563 PS 015 161

Parker, Jeffrey G. Gottman, John M.

Making Friends with an Extra-Terrestrial: Conversation Skills and Friendship Formation in Young Children.

Pub Date—Apr 85

Note—29p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 24-28, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communication Skills, Females, \*Friendship, Males, \*Novelty (Stimulus Dimension), \*Play, \*Preschool Children, Preschool Education, \*Research Methodology, Sex Differences Identifiers—Conversation, \*Friendship Formation

A novel paradigm was developed and two studies conducted to test the contribution of six conversational skills to children's friendship formation. In study 1, 4- and 5-year-olds individually played for 30 minutes with a 2-foot-tall talking doll. The doll contained a wireless hidden receiver/speaker enabling a concealed female assistant to converse with the subject. The assistant was trained to speak in an age-appropriate manner while systematically varying the competence/incompetence of her speech with regard to the following six conversational skills found by Gottman (1983) to predict friendship formation in previously unacquainted children: communication clarity and connectedness, information exchange, establishing common-ground activities, uncovering similarities and differences, conflict resolution, and self-disclosure. Results indicated that children, especially girls, who met the skilled doll were more likely to progress toward friendship than children who met the unskilled doll. Boys were unlikely to move toward friendship when the doll spoke unskillfully. Study 2 replicated and extended these findings. Sex differences in friendship formation could not be attributed to the sex of the assistant. Differences between girls in the skilled and unskilled conditions became less pronounced with repeated play sessions. A summary of the operationalization of the six conversational processes and the content of skilled and unskilled speech is appended. (Author/RH)

ED 257 564 PS 015 162

Salzinger, Suzanne And Others

A Discourse Analysis of the Conversations between Maltreated Children and Their Mothers.

Pub Date—Apr 85

Note—27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adolescents, \*Child Abuse, \*Child Neglect, \*Children, Comparative Analysis, Discourse Analysis, Family Problems, Interpersonal Communication, \*Mothers, \*Verbal Communication

Identifiers—Communication Behavior, Communication Dominance, \*Communication Patterns

To identify specific dimensions of communicative disturbances among adults and children in abusive/neglecting families, 10 mother/child pairs from problem families were matched with 10 control pairs. Each mother was videotaped with her 4- to 15-year-old child for 15 minutes while playing a game under nonstressful conditions. Subjects' conversations were taped and coded for structural/functional type (i.e., bid, response, comment), aggravation/mitigation, discontinuities of topic, interruptions, and disagreements or differences of opinion. It was hypothesized that the usual psycholinguistic constraints of the listener upon the speaker, in which speaker's utterances tend to reflect listener's speech and are fashioned to optimize

listener's positive response, would be altered in maltreating pairs of mothers and children. Specifically, in comparison with nonmaltreating families, maltreating family interaction was expected to exhibit more instances of aggravated utterances, fewer instances of mitigated utterances, less conversational cohesion, and more maternal control of the conversation. Results indicate that markers of communicative disturbance can be identified in the ordinary unstressed conversational interactions between maltreating mothers and their children. An index based on aggravation/mitigation, conversational cohesion, and maternal control was able to differentiate between maltreating mothers and children and matched controls. (RH)

ED 257 565

PS 015 163

Shore, Cecilia. Bauer, Patricia

**Toddler's Flexibility in Production of Similarity and Thematic Relations.**

Pub Date—Apr 85

Note—14p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Age Differences, Cognitive Ability, \*Cognitive Development, \*Preschool Children, Preschool Education, \*Research Methodology, \*Toddlers

Identifiers—Developmental Patterns, Elicitation Techniques, Flexibility (Cognition), \*Taxonomic Relations, \*Thematic Relations

Recent work suggests that the apparent shift from thematic to taxonomic concept organization reflects changes in children's preference for these forms of organization, rather than their capacity. A study was made to assess toddlers' knowledge of the different possible relations for the same concept and to extend the triad method to children under three years of age by employing an elicited imitation technique. Attempts were made to elicit both thematic and similarity relations for several target concepts. Forty-one subjects, assigned to younger and older toddler age groups with mean ages of 21 and 33 months, were given an imitation conceptual preference task involving trials of objects. On each trial, the experimenter modeled and described a similarity relation between the target and a second object, and a thematic relationship between the target and a third object. No differences were found between the groups' imitations of either type of relationship alone. However, older subjects were more likely than the younger subjects to imitate both relationships, and less likely to produce partial or incorrect responses. The results indicate an increase with age not in the availability of similarity and thematic relations, but rather, in the flexibility with which both relations will be produced. (Author/RH)

ED 257 566

PS 015 165

Stennett, R. G. Earl, L. M.

**Early Identification System: Followup of Those Students in the Kindergarten Class of 1978-79 Who Did Not Reach Grade 4 in 1982-83. Research Report 84-07.**

London Board of Education (Ontario). Educational Research Services.

Pub Date—84

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Elementary Education, \*Elementary School Students, Followup Studies, Foreign Countries, \*Grade Repetition, Identification, \*Kindergarten Children, \*Scores, Sex Differences, Special Education, \*Student Evaluation

Identifiers—England (London)

The purpose of this report is to describe the educational history, status, and standardized test performance of the least successful members of the kindergarten class of 1978-79. All 253 students who were in kindergarten for the first time in 1978-79, who had not reached grade 4 by 1982-83, and who were still in the system were included in the study. Variables available for study were sex; year and month of birth; early identification (EID) ratings for language and mathematics combined for 1978-79 and separate ratings for reading and mathematics for the school years 1979-80, 1980-81, 1981-82, and 1982-83; indicators of each student's educational status in the fall of 1982 and 1983; Otis IQ and standard scores; and standard scores for the reading

comprehension subtest of the California Test of Basic Skills, mathematics computation (London Math), mathematics problem solving (London), and an average of these three scores. (EID ratings are made by classroom teachers and school teams separately for language/reading and mathematics and consist of a scale that ranks a student's preparedness for the work of the next school year). Results of the follow-up study of the students, who reached grade 4 after an additional year of instruction, indicated that they did quite poorly on tests of academic ability and achievement. They tended to be disproportionately boys and to have been born in the latter half of the year. Their post-kindergarten early identification ratings were uniformly unfavorable. All of these trends are increasingly evident as the students' kindergarten EID ratings increase from one to three. A very substantial number of these students (44 percent) had EID ratings of 1 in kindergarten, and this constitutes a high false negative rate. (RH)

ED 257 567

PS 015 166

Stennett, R. G.

**Early Identification System: Six-Year Followup of the Grade 1 Class of 1978-79. Research Report 85-03.**

London Board of Education (Ontario). Educational Research Services.

Pub Date—85

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Elementary Education, \*Elementary School Students, \*Elementary School Teachers, Followup Studies, Foreign Countries, Grade 1, Grade 4, Grade 7, \*Grade Repetition, \*Identification, Predictor Variables, \*Scores, Special Education

Identifiers—England (London)

This study represents a further attempt to establish the long-term predictive validity of teachers' grade 1 early identification (EID) ratings by relating them to students' educational status and performance on standardized tests of ability and achievement in grade 7. (EID ratings consist of a simple scale that ranks a student's preparedness for the work of the next school year.) In addition, relationships between the measures taken in grades 4 and 7 are described. All 2,771 students who enrolled in grade 1 during the 1978-79 school year and for whom EID ratings were available were included in the study. For some analyses, only those students who were present for standardized tests in both grades 4 and 7 were included. Results indicate a substantial relationship between the grade 1 ratings and students' subsequent status and test performance in both grade 4 and grade 7. Because the study did not include test data for students who had either been retained or enrolled in a special class, the underlying strength of the relationships described has probably been somewhat underestimated. Almost 30 percent of the original grade 1 cohort left the system. Of those remaining, slightly over 80 percent made normal progress. (RH)

ED 257 568

PS 015 169

Hertzog, Christopher. And Others

**A Structural Equations Analysis of Negative Emotional/Behavioral States and Adjustment.**

Pub Date—Apr 85

Note—42p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adjustment (to Environment), \*Adolescents, Aggression, Anxiety, \*Behavior Problems, \*Children, \*Emotional Problems, Longitudinal Studies, \*Path Analysis, Predictor Variables, Social Development, Statistical Analysis

This investigation used data from the 28-year-old New York Longitudinal Study to examine the relationship between various negative emotional and behavioral characteristics (e.g., aggression, anxiety, undercompliance, depressive mood) and adjustment. A total of 133 white, middle-class children were rated on these negative characteristics from infancy to adolescence. Measures of family, peer, and personal adjustment were also obtained. Because of the longitudinal nature of the data, it was possible to use structural equation models to address the following questions: (1) are these negative

behaviors stable from early life through adolescence? (2) do these emotional characteristics relate to adjustment in childhood and adolescence? and (3) do these emotional characteristics differentially predict multiple adjustment dimensions in adolescence? Two factors of negative emotional behavior, marked by aggression and anxiety, were identified in early and late childhood, and were found to have relatively high stability of individual differences. A differential pattern of prediction for adjustment was also found: aggression predicted maladjustment in family and school settings, whereas anxiety predicted maladjustment in peer relations. Moreover, emotional problems before age seven provided better prediction of adolescent adjustment problems than did either later emotional problems or childhood adjustment ratings. (Author/RH)

ED 257 569

PS 015 171

Kagan, Sharon L.

**Parent Involvement Research: A Field in Search of Itself. IRE Report No. 8.**

Institute for Responsive Education, Boston, Mass.

Pub Date—[84]

Note—23p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational History, Educational Policy, Educational Practices, Elementary Secondary Education, \*Models, \*Outcomes of Education, \*Parent Participation, \*Parent School Relationship, State of the Art Reviews

The purpose of this essay is to assess the state of the art of parent involvement research and to discuss the accomplishments of and the challenges before the field. Instead of presenting a comprehensive review of the literature, this essay uses examples from empirical research and qualitative investigations to fortify the perspectives presented. The discussion of specific research lessons and problems is preceded by a brief review of the context for parent involvement research. Then, four "legacies" of previous efforts to bring together parents and schools, legacies with implications for parent involvement, are discussed: (1) separation; (2) disequilibrium; (3) ambiguity; and (4) individuality. The relationship of each legacy to parent involvement research is also discussed. Particular attention is given to studies about the process, models, and effects of parent involvement. Effects are reported that concern the areas of cognitive and non-cognitive development, school programs and the climate for learning, parents, teachers, and the community. Concluding comments focus on methodological issues and implications for educational practice and policy formation. (RH)

ED 257 570

PS 015 175

Clark, Margaret M. And Others

**Early Education of Children with Communication Problems: Particularly Those from Ethnic Minorities.**

Birmingham Univ. (England). Faculty of Education.

Report No.—ISBN-0-7044-0744-2

Pub Date—85

Note—229p; Educational Review, University of Birmingham, Offset Publication Number Three. A report of the findings of research funded by the Department of Education and Science 1982-84.

Available from—Educational Review, Faculty of Education, University of Birmingham, P.O. Box 363, Birmingham B15 2TT, England (3.50 pounds, includes inland postage. Make checks payable to The University of Birmingham).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Age Differences, \*Bilingual Students, \*Communication Problems, Communication Skills, Communicative Competence (Languages), Comparative Analysis, \*Ethnic Groups, Family Influence, Foreign Countries, Grade 1, Group Discussion, \*Institutional Characteristics, Interviews, Minority Groups, \*Multicultural Education, Panjabi, Parent Attitudes, Primary Education, Teacher Attitudes

Identifiers—Asians, Context Effect, \*England (Birmingham), \*England (Sandwell), English Speaking, Preschool Language Assessment Instrument, West Indians

This report is based on an in-depth study of early education in five multicultural primary schools in England's West Midlands. The aim of the study was to identify developments and features of organization that facilitate communication between teachers



and children and among the children themselves. Specifically examined were the abilities of 247 children entering primary school reception classes during 1982-83 as shown over time and in different settings. A total of 41 percent of participants were indigenous Whites, 34 percent were of Asian origin, 24 percent were of Afro-Caribbean origin, and the remaining 1 percent were of other backgrounds. Part I of the report describes the characteristics of the schools, classes, and children. Part II describes the language abilities of children in a variety of settings. In the discussion, attention is drawn to some children with communication problems and to the influence of the setting on their apparent competence. Evidence is also reported of young children's ability to sustain complex language in a variety of settings and, in some instances, in more than one language. Interview schedules for teachers of reception classes and for parents are appended. (RH)

ED 257 571

PS 015 193

Saarni, Carolyn

# The Understanding of Emotion and the Understanding of Relationships.

Pub Date—Apr 85

Note—12p; Paper presented at the symposium on children's understanding of emotion at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Affective Behavior, \*Age Differences, \*Children, \*Emotional Experience, \*Interpersonal Competence, \*Perception, \*Social Cognition, \*Young Children

The first part of this paper discusses presentations by other symposium participants which addressed different facets of the developmental paths involved in understanding one's own emotional states, the emotional states of others, why one feels what one does, and whether or not one shows these feelings expressively to others. It is the premise of this paper that children's understanding of their emotional experience goes hand in hand with their understanding of social relations. The second part of the paper describes a study of how children conceptualize management of emotional expressiveness as a strategy for influencing interpersonal transactions. Thirty-two middle class children, relatively evenly distributed across grades 2, 5, and 8 and by gender, were interviewed regarding their understanding of how emotional displays would be perceived by others. They also were asked if they thought children their own age and gender were more likely to show their real feelings to their peers or to adults. This question was followed by another asking the reason for their choice. Results indicate that children in this age span of about 7.5 to 13.5 years clearly recognize that emotional-expressive behavior impacts on others, whether it be genuine or dissembled expressive displays. Given such awareness of the communicative significance of emotional displays, they are also able to articulate who is the safer audience for seeing the genuine emotional display. (RH)

ED 257 572

PS 015 195

Kurtz, Beth E. Borkowski, John G.

# Metacognition and the Development of Strategic Skills in Impulsive and Reflective Children.

Pub Date—Apr 85

Grant—NIE-6-81-0134; NIH-HD-17648

Note—41p; Portions of this paper were presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Available from—Max Planck Institute for Psychological Research, Leopoldstrasse 24, 8000 Munich 40, Federal Republic of Germany.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Cognitive Development, \*Conceptual Tempo, \*Elementary School Students, Grade 4, Grade 5, Grade 6, Intermediate Grades, Longitudinal Studies, \*Metacognition, \*Parochial Schools, \*Performance Factors, Student Evaluation, \*Transfer of Training

Identifiers—\*Strategic Behavior, Summarization  
Examined were relationships between metamemory and strategic behavior in 130 impulsive and reflective children in fourth, fifth, and sixth grades. Of these, 77 had been tested 3 years earlier on multiple metamemory and memory tasks. At pretraining, children were assessed on metamemory, cognitive

tempo, summarization skills, and teacher ratings of impulsive behavior in the classroom. Children in three experimental groups received prose summarization instructions, summarization instructions in conjunction with meta-cognitive training about the importance of a reflective approach to learning, or no instructions. Following training, children were again measured on tempo, summarization skills, and teacher ratings of impulsivity. Analyses of academic strategy use indicated superior performance for children who had received both summarization and metacognitive training. Causal modeling analyses showed early metamemory as a causal antecedent of later strategy acquisition. Discussion highlights the dual importance of metacognitive knowledge as a precursor of later strategy acquisition and metacognitive skills as the "executor" for lower-level strategies. (Author/RH)

ED 257 573

PS 015 196

Howes, Caroline Farrer, Joann

# Social Pretend Play in Two-Year Olds with Older and Same Age Play Partners.

Pub Date—Apr 85

Note—19p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Available from—Caroline Howes, Graduate School of Education, University of California, Los Angeles, CA 90024.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Age Differences, \*Comparative Analysis, \*Imitation, \*Instruction, \*Preschool Children, \*Pretend Play, \*Social Behavior, \*Toddlers  
Identifiers—\*Directional Transactions, \*Metacommunication, \*Mixed Age Dyads, \*Same Age Dyads

In order to examine the development of social pretend skills in the toddler period, social pretend play was observed in same and mixed age dyads. More complex social pretend play was expected in the mixed age than in the same age condition. A second purpose of the study was to compare 5-year-old children's attempts to communicate pretend meanings with same age and younger partners. It was hypothesized that 5-year-olds would modify their attempts to construct social pretend play to accommodate the perceived ability of younger children. A total of 32 children 2 and 5 years of age were observed in same age and mixed age dyads as they played with a novel toy designed to elicit fantasy play. Each dyad was observed for 15 minutes. The complexity of social pretend play was rated in each 30 second interval. Meta-communication, teaching, attempts to direct, and imitation behaviors were recorded. Complex social pretend play was more frequent in mixed age dyads than same age 2-year-old dyads. The 5-year-olds used more verbal meta-communicative behaviors in mixed age than in same age dyads. In mixed age dyads, 5-year-olds more often performed teaching behaviors and attempted to direct the play, whereas 2-year-olds more often imitated their partners. (Author/RH)

ED 257 574

PS 015 197

Stoddart, Rebecca M.

# Decoding Nonverbal Cues of Emotion: Emergence of Sex Differences.

Pub Date—Apr 85

Note—14p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Age Differences, \*Cues, \*Emotional Experience, \*Emotional Response, \*Nonverbal Communication, \*Preschool Children, \*Preschool Education, \*Sex Differences  
Identifiers—\*Decoding (Behavior), \*Facial Expressions

This study examined age and sex differences in young children's skills in decoding nonverbal facial cues of emotional states. The purpose was threefold: (1) to determine whether older preschoolers were better decoders than younger preschoolers; (2) to see whether sex differences would be apparent throughout the preschool period or emerge only among older preschoolers; and (3) to test the hypothesis that male and female children are differentially sensitive to certain emotional cues. A total of 67 children 4 through 6 years of age from three

preschool classes were shown six slides each of happy, angry, sad, surprise, afraid, and disgust expressions. Children's skills improved with age. Sex differences in the pattern of skills for the six emotions were present at all ages, although they were significant only in the youngest group. The pattern of improvement across ages in decoding skills differed for each sex. (Author/RH)

ED 257 575

PS 015 199

Banks, Ellen

# Concepts of Health and Sickness of Preschool and School Aged Children.

Pub Date—Apr 85

Note—16p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Age Differences, \*Childhood Attitudes, \*Children, \*Cognitive Development, \*Concept Formation, \*Diseases, \*Health, \*Preschool Children

An investigation was made of children's factual knowledge of health-related concepts and the cognitive implications of their answers to questionnaire items such as "What makes a person sick?", "What is medicine?", and "Do you know what a germ is?" Participants were 80 healthy children between approximately 3 and 15 years of age. An additional 61 children were asked to draw pictures of germs. Results indicate that developmental changes in concepts of health and sickness as expressed in the interviews and drawings are basically consistent with developments reported in other studies of health-related concepts. Children above preschool age tended to be less egocentric and magical in accounts of illness and to use standard medical and cultural explanations of colds, germs, and illness. Results neither affirm nor deny that operational logic is found in children's thinking about health and illness, but suggest that more intensive interviews presenting situations of complex, contrasting variables would be necessary before these forms of logic could be identified. The present study does support previous research in finding that younger children tend to have external, egocentric ideas about illness and that concepts of illness as internal processes come later. (RH)

ED 257 576

PS 015 200

Hoyer, Paulette J. Jacobson, Joseph L.

# The Assessment of Attachment in a Naturally Occurring Strange Situation.

Pub Date—Apr 85

Note—7p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Attachment Behavior, \*Birth, \*Family Involvement, \*Mothers, \*Parent Child Relationship, \*Preschool Children, \*Separation Anxiety, \*Siblings, \*Stress Variables  
Identifiers—\*Naturalistic Research

Patterns of attachment in preschool-age children were investigated in a nonexperimental, naturally occurring stressful situation. The sample included 86 families with at least one child 18 to 34 months of age. In each family, the mother planned to deliver another child in a hospital birthing center. Separation from the mother during admission was found to elicit a stress response from the child. When the child was reunited with the mother, a detailed description of the child's behavior was recorded and scored on Ainsworth's four interactive behavior rating scales. An attachment pattern was then determined. A total of 49 children were categorized as securely attached, 4 as resistant, and 33 as avoidant. The relative proportions of securely attached and anxiously attached preschoolers were similar to those reported in most studies of middle class American children. However, a much higher than usual proportion of avoidant responses was found among the anxiously attached, suggesting that anxiously attached children may be particularly vulnerable to the high stress associated with sibling birth. The child's behaviors toward the newborn were observed; securely attached children were consistently more positive in their responses than those seen as less securely attached. The data supported the premise that attachment patterns can be validly assessed in a naturally occurring strange situation in-

volving preschool children. (Author/RH)

ED 257 577 PS 015 201

Moely, Barbara E. And Others

Teachers' Expectations for Memory and Metamemory Skills of Elementary School Children.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Apr 85

Grant—NIE-G-83-0047

Note—23p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Academic Ability, Cognitive Ability, Cognitive Development, Elementary Education, \*Elementary School Students, \*Expectation, \*Memory, \*Metacognition, Questionnaires, \*Teacher Attitudes

Identifiers—Developmental Patterns, Teacher Knowledge

To learn about teachers' conceptualization of memory strategy use, memory knowledge, and developmental changes in these skills, investigators administered a questionnaire to 59 teachers of children in kindergarten through sixth grades. The questionnaire included sections on strategy use, metamemory skills, and memory monitoring and control activities. Teachers were asked to characterize expected performance for children in their classes achieving at high, average, and low levels. Teachers predicted major differences in memory strategy use, memory knowledge, and memory monitoring activities as a function of classroom achievement level. Differences in responses across grade level occurred for items assessing memory strategies and self-testing activities, and for some of the memory knowledge items. No differences in teachers' expectations at different grade levels were seen in evaluations of a rehearsal strategy, metamemory, or memory monitoring or control activities. Teachers showed reasonably veridical perceptions of memory development, especially in the area of memory strategies. However, findings suggested that teachers of the earlier grades may overestimate the metamemory, memory monitoring, and control skills of the children they teach. (Author/RH)

ED 257 578 PS 015 202

Sofa, N. And Others

Constraints on the Meanings of Words.

Pub Date—Apr 85

Note—11p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Language Acquisition, Language Research, \*Nouns, \*Semantics, \*Syntax, \*Toddlers, \*Vocabulary Development, Young Children

Identifiers—\*Referents (Linguistics)

Between their second and fifth years, young children learn approximately 15 new words a day. For every word the child hears, he or she must choose the correct referent out of an infinite set of candidates. An important problem for developmental psychologists is to understand the principles that limit the child's hypotheses about word meanings. A total of 24 children, mean age 2 years and 1 month, were taught new nouns referring to objects and non-solid substances. In one condition, the syntax used by the experimenter selected for either a count or a mass noun. In another condition, the syntax was not selective. The subjects' interpretation of the newly taught word was evaluated through a pointing procedure. Results revealed that children's inferences about word reference were dependent upon the status of the stimulus as an object, regardless of the presence or absence of selective syntax. If the stimulus was an object, the word was assumed to be a sortal term referring to a type of object. If the stimulus was not an object, it was considered to be a type of substance. Two considerations suggest that use of the concept of object in assigning word reference does not depend on the subject's knowledge of count/mass syntax. First, the results from the two conditions were equivalent. Second, performance in the task was independent of production of count/mass syntax, as analyzed from speech samples col-

lected from each child. (Author/RH)

ED 257 579 PS 015 203

Moely, Barbara E. Johnson, Terry D.

Differentiation of Peers' Ability Attributes by Elementary School Children.

Pub Date—Apr 85

Note—11p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985). Research was supported by a grant from the Institute of Mental Hygiene of the city of New Orleans.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Age Differences, Comprehension, Elementary Education, \*Elementary School Students, Grade 2, Grade 4, Grade 6, \*Individual Differences, \*Peer Acceptance, Peer Evaluation, \*Social Cognition

Identifiers—\*Ability Attributes, \*Person Perception

A study was conducted to investigate the peer concepts held by 16 second-grade, 17 fourth-grade, and 17 sixth-grade students. A paired comparisons sociometric procedure was used to obtain children's descriptions of their classmates in the areas of reading, mathematics, drawing, and an athletic skill (running). In addition, the procedure measured children's liking for classmates. Independent measures of each child's actual skills or characteristics were obtained from reading and mathematics achievement test scores, a measure of running speed, and teachers' ratings of drawing ability and popularity. Analyses indicated little differentiation of ability attributes by either the second or fourth graders. Sixth graders viewed drawing ability and mathematics skill as quite separate from other attributes, thus demonstrating partial differentiation of ability attributes. Accuracy of the children's choices relative to the objective measures showed increasing accuracy from second to fourth grade in judging reading skill, mathematics ability, and running speed. Decreased ability across grades was found in judging drawing ability. Moderate correspondence at younger levels, increasing through the sixth grade, was found between teachers' rankings of popularity and children's liking for peers. Findings thus indicated both the increasingly differentiated concepts of peers' abilities during the elementary school years and the limitations on concept differentiation resulting from changes in the salience of ability attributes over these years. (Author/RH)

ED 257 580 PS 015 204

Bergen, Doris And Others

The Influence of the Culture of an Infant/Toddler Center on Peer Play Behavior: Informant and Observational Perspectives.

Pub Date—Apr 85

Note—29p; Paper presented at the Annual Meeting of the Midwest Association for the Education of Young Children (Des Moines, IA, April 17-20, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Age Differences, Child Rearing, \*Cultural Influences, \*Day Care Centers, Early Childhood Education, Expectation, \*Infants, Outcomes of Education, \*Play, \*Toddlers, \*Values, Videotape Recordings

Identifiers—\*Cultural Values

Emphasizing the possible influence of cultural factors on peer play of infants and toddlers in out-of-home settings, this study focuses on how values held by parent surrogates who design and work in group care settings may affect environmental qualities, developmental expectations, and adult and peer interactions. Specifically, cultural values and expectations held by adults who designed and worked in one infant/toddler center and the actual practices observed in videotapes of infants and toddlers at the center are explored. Findings are compared with results of three other studies conducted in the research setting, with the results of infant and toddler peer play studies reported in the literature, with responses of three other groups, and with "standardized techniques" of childrearing advocated by early childhood professionals. It is concluded that (1) informants' views are similar to those of other adults who have been enculturated by training in early childhood education but are different from the views of adults who have not had this background; (2) advocated and observed practices

are congruent with results of three studies of peer play done at the center; (3) results are congruent with informants' theory of success; and (4) results are congruent with literature in the field of early childhood education. (Author/RH)

ED 257 581 PS 015 205

Shade, Daniel D. Watson, J. Allen

In Mother's Lap: The Effect of Microcomputers on Mother Teaching Behavior and Young Children's Classification Skills.

Pub Date—Apr 85

Note—34p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Classification, \*Cognitive Ability, Cognitive Development, Developmental Stages, Educational Environment, \*Microcomputers, \*Mothers, Parent Role, \*Preschool Children, \*Teacher Behavior, Toddlers, Videotape Recordings

A total of 41 preschool children, either 2 or 3 years of age, and their mothers were randomly assigned to two treatment groups: a microworld computer experience designed to teach the concept of inside/outside and an alphabet computer experience designed to drill ABC's. Videotapes of mother/child dyads were coded and scored using a revision of the Wood and Middleton (1975) Assisted Problem Solving Scale; interrater reliabilities were over .80. Children were administered a sorting task at the end of treatment. Data analysis revealed the following: microworld mothers relinquished control of software to children as competency developed; depending on the type of software, mothers used different intervention strategies; and age of child influenced intervention strategies. A 2 x 2 ANOVA yielded no significant main effects for group or age on the posttest. However, the age x group interaction approached significance with 3-year-olds in the microworld group correctly classifying more objects. A repeated-measures mixed model ANOVA revealed a highly significant within-group effect for age. On the number of correct object placements per day, the 3-year-olds in the microworld group were significantly more successful in classifying than were the 2-year-olds. Recommendations were made concerning successful child/computer interactions. (Author/RH)

ED 257 582 PS 015 206

Koplik, Elissa K. Fisher, Celia R.

Maternal Attitudes toward Mother-Child Separation: Working and Nonworking Mothers of School-Age Children.

Pub Date—Apr 85

Note—22p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Demography, \*Elementary School Students, \*Employed Women, Homemakers, \*Mothers, One Parent Family, \*Parent Attitudes, Preschool Children, Primary Education, Questionnaires, \*Separation Anxiety, Stress Variables

Exploring possible similarities and differences between mothers who work outside the home and mothers who do not, this study provides a preliminary investigation of maternal reactions to mother-child separation when children have reached school age. A total of 41 women working outside the home and 48 mothers staying at home responded to a 10-question survey about their stress at separation from their children. Participants were mothers of prekindergarten, kindergarten, and first-grade children attending a New York City Public Elementary School. Mothers working outside the home described themselves as more career-oriented and more anxious over separation from their children than did mothers not working outside the home. However, in general, certain salient relationships among the variables described the attitudes of both groups. One conclusion, consistent with previous research on maternal employment, is that maternal separation attitudes are determined by multiple factors and cannot be explained by working status alone. (A list of survey questions is appended.) (Author/RH)

ED 257 583 PS 015 207

**A Guide for Local Nutrition Consultants on the Nutrition Component of Head Start Programs.**  
Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.  
Report No.—DHHS-OHDS-84-31189

Pub Date—83

Note—57p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Delivery Systems, \*Dietitians, Employment Qualifications, \*Food Service, Guidelines, \*Nutrition, \*Nutrition Instruction, Objectives, Preschool Children, Preschool Education

Identifiers—\*Project Head Start

This handbook has been prepared as a guide for the nutritionist providing services to Head Start and other preschool day care programs. Introductory sections describe Project Head Start; the program's major components and aspects of the program; center-based, home-based, child and family development, and Child Development Associate (CDA) programs; and career development and training. Subsequent sections discuss program operations at the local, regional, and national level; goals and objectives of the nutritional component of Project Head Start; and facts about nutrition and the family (including nutrition in home-based programs and for the handicapped child). Nutrition education, food service and delivery systems, and funds for meals and snacks are also discussed. Qualifications, competencies, and typical functions of the nutritionist; grantees' expectations of the nutritionist, and the nutritionist's mode of operation are described. Concluding remarks focus briefly on the development of linkages between Head Start programs and community resources. Included in the handbook is an annotated bibliography providing citations concerning the nutrition component of Head Start and nutrition education. (RH)

ED 257 584 PS 015 209

**Rare, Elizabeth J. Hannah, Gregory L.**  
**Perceptions of Toddler Behavior: Gender and Ethnic Effects.**

Pub Date—Apr 85

Note—17p.; Paper presented at the meeting of the Rocky Mountain Psychological Association (Tucson, AZ, April 24-27, 1985).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Blacks, Comparative Analysis, \*Ethnic Groups, \*Labeling (of Persons), \*Sex Differences, \*Toddlers, \*Whites

Identifiers—\*Gender Identity, Physical Attractiveness

A study was conducted (1) to investigate whether adult observers would label the same stimulus behavior in young children differently according to both their own gender and the gender of the children, and (2) to explore differential labeling by respondents' ethnicity. In addition, demographic variables for respondents (such as age, education level, and contact with children) were investigated. After viewing a 14-minute film of a white child and a black child playing spontaneously, 120 black and 120 white subjects were asked to evaluate toddler behaviors on a 12-item Likert-type scale of adjective pairs. Each toddler was presented as being either male or female in four different treatment conditions. Gender and ethnicity were combined into one variable having four levels: black females, black males, white females, and white males. A significant interaction between the toddlers and treatment condition was shown for the dependent variable "handsome-beautiful," thus demonstrating that the procedures and instrument were sensitive enough to pick up statistically significant differences in viewer perceptions. The remaining 11 variables were examined via MANOVA. Although no significant interactions occurred, a toddler effect was found to be significant. Because a significant group effect was evident, two additional three-factor repeated-measures MANOVAs were run. Both gender and ethnicity were found to be significant. The function of observer characteristics in labeling behavior was discussed. (RH)

ED 257 585 PS 015 210

**Douglas, Jeanne A. Jason, Leonard A.**  
**Building Social Support Systems through a Babysitting Exchange Program.**

Pub Date—Aug 84

Note—35p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August 24-28, 1984).

Available from—Jeanne Douglas, Psychology Department, St. Xavier College, 3700 W. 103 Street, Chicago, IL 60655.

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Caregivers, \*Cooperation, Intervention, \*Mothers, One Parent Family, Pretests Posttests, \*Social Networks, \*Social Support Groups, \*Stress Variables

Identifiers—\*Babysitters

A babysitting exchange program was created for a group of women in order to build a social support network and to provide a test of the buffer hypothesis (i.e., the idea that social support may shield an individual from the negative physical and mental consequences of stress, particularly when stress is at high levels). The sample consisted of 30 inner-city women with children younger than 12 years of age. Prior to the first general co-op meeting, mothers were interviewed and pretests were administered. Measures included the Life Experiences Survey, the Behavior Stress Index, and the Social Network Assessment Scale. At the first general meeting, the Symptom Checklist 90-Revised, the Tension and Depression Subscales of the Profile of Moods States, and the Proxy Measure of Health Status were administered. During the 28th week of operation, co-op members were reinterviewed and post-tested. Two months after posttesting, a follow-up measure of co-op use was obtained. A steady increase in use of the co-op was observed as the women formed small groups and pairs that traded babysitting services. About half the women indicated that they found the co-op helpful. Co-op use continued after the study ended. Participation in the babysitting co-op did not have a differential impact on high- and low-stressed mothers. The implications of these findings are discussed. (RH)

ED 257 586 PS 015 212

**Winner, Ellen And Others**

**Children's Perception of "Aesthetic" Properties of the Arts: Domain-Specific or Pan-Artistic?**

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Spencer Foundation, Chicago, Ill.  
Pub Date—Aug 84

Note—53p.; Portions of this paper were presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Aesthetic Values, Elementary Education, \*Elementary School Students, Freehand Drawing, Literature, Music, \*Perceptual Development, \*Predictor Variables, \*Research Methodology, \*Test Items

Identifiers—\*Aesthetic Response, Developmental Patterns

This report presents a methodology for examining perceptual development in the arts and describes a study based on this methodology. The purpose of the study was to chart the developmental course of perceptual skills used in the arts and to investigate whether these skills generalize across art forms and aesthetic properties or whether they are specific to the art form and/or property to which they apply. The sensitivity of 7-, 9-, and 12-year-old children to the aesthetic properties of repetitiveness, expression, and composition was investigated in the art forms of drawing, music, and literature. The stylistic properties manipulated in sensitivity tasks were, in drawing, thickness and texture of line; in music, articulation, timbre, and dynamics; in literature, meter, rhyme, and simile. Sensitivity to aesthetic properties was shown to develop between 7 and 9 years of age. Ability to perceive aesthetic properties in one art form did not predict ability to perceive these same properties in another art form. Likewise, ability to perceive one aesthetic property did not predict ability to perceive another aesthetic property in the same art form. These results were seen to indicate that very young children do not attend to aesthetic properties of adult art and that aesthetic perception develops property by property and domain by domain. It was suggested that aesthetic perception appears to emerge as not one skill but as many. (Author/RH)

ED 257 587 PS 015 213

**Williamson, Troy W. Cochran, Samuel W.**

**Primary Task Performance as Affected by Secondary Task Involvement.**

Pub Date—18 Apr 85

Note—16p.; Paper presented at the meeting of the Southwestern Psychological Association (Austin, TX, April 18-20, 1985).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attention Control, Comparative Analysis, Elementary Education, \*Elementary School Students, \*Learning Disabilities, \*Performance Factors

Identifiers—\*Performance Decrements

This study proposed that performing a low-demand secondary task would improve a subject's control of attentional processes on a primary task of importance. Subjects were 60 public elementary school students 9, 10, or 11 years of age. Of these, 30 had been identified as learning disabled and 30 had been identified as non-learning-disabled. Each group of 30 was comprised of 15 boys and 15 girls. The primary task (consonant shadowing) involved repeating aloud groups of letters consisting of three consonants each. The secondary task (psychomotor) consisted of a simple video game intended to require little conscious attention while controlling attentional processes and minimizing potential distraction. The experiment included five separate tasks or performance periods of 5 minutes each. The first two tasks were used to establish performance baselines for primary and secondary tasks. The remaining three tasks involved the primary task with the addition of a distracting event, the combined performance of the primary and secondary tasks, and combined performance with distracting event. Results indicated that performance on the primary task was adversely affected by the introduction of a secondary task. Primary task performance was not significantly affected by subject's sex or diagnostic category. (Author/RH)

ED 257 588 PS 015 214

**Wilmshtut, Ann**

**A Program to Improve Teacher Performance in Head Start Classrooms based on a Trainer of Trainers Approach.**

Pub Date—Jul 84

Note—165p.; Ed.D. Practicum, Nova University. Available from—Los Angeles County Office of Education, 11642 Firestone Blvd., Norwalk, CA 90650 (Appendix F, "Exploring Teaching of Young Children," available separately, \$6.50).

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum Development, Early Childhood Education, \*In-service Teacher Education, \*Preschool Teachers, Program Descriptions, Staff Development, \*Teacher Educator Education, \*Teacher Supervision, \*Teacher Workshops, Training

Identifiers—California (Los Angeles County), \*Project Head Start

This practicum addressed the need to provide training in basic early childhood education subject areas to Head Start teachers and teacher assistants. A trainer of trainers approach was implemented because of the large number of teachers involved (approximately 1,300 in the Los Angeles County Schools Head Start grantee programs). Goals for supervisors attending the training included increased ability and desire to train staff, increased knowledge of workshop subject matter, and increased commitment to the supervisor role. Features of the three and one-half day training conference included a manual entitled "Exploring Teaching of Young Children," presentation of eight workshops, and a half-day training session focused on improving supervisory skills. Sections of the manual correspond to workshop sessions and focus on exploring the classroom environment, observing children, developing an individual education plan, individualizing the curriculum, choosing and sequencing activities, recognizing the value of play, guiding and supporting children, and using language with children. Almost all the participants used at least some of the material in training teachers, and some presented the full program of lessons to their staff. Related materials are appended, including the conference manual. (Author/RH)

ED 257 589 PS 015 219



## RC

Adamakos, Harry And Others

## Maternal Social Support as a Predictor of Mother/Child Stress and Child Home Stimulation in High Risk Families.

Pub Date—May 85

Note—17p; Paper presented at the Midwestern Psychological Association Convention (Chicago, IL, May 2-4, 1985). For related document, see PS 015 220.

Available from—Harry Adamakos, Department of Psychology, Bowling Green State University, Bowling Green, OH 43403.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, Family Environment, Followup Studies, \*High Risk Persons, Longitudinal Studies, Low Income Groups, \*Mothers, Prediction, \*Social Support Groups, Socioeconomic Status, \*Stimulation, \*Stress Variables, \*Toddlers

A longitudinal study investigated maternal social support and its relationship to mother/child stress, the amount of stimulation provided the child, and the child's cognitive development. The data presented here represent the 18 to 24 month follow-up on a subset of families studied in 1981 and 1982 concerning current maternal social support and indices of mother/child stress, home stimulation, and the child's cognitive development. Participants were 38 mothers with a mean age of 23.7 years and their 18- to 24-month-old children. Measures administered included the Maternal Social Support Index, the Parental Stress Index, the Inventory of Home Stimulation, the Bayley Scales of Infant Development, and a demographic questionnaire. Results indicated that maternal social support is an important predictor of perceived mother/child stress. Further, the inclusion of maternal social support levels can meaningfully improve the predictability of the level of home stimulation above and beyond socioeconomic status data alone. Results suggest that the use of punishment and restriction increases as maternal social support decreases. Higher levels of mother/child stress are associated with a lack of stimulating play materials. No predictors of infant development were found. (RH)

ED 257 590

PS 015 220

Ryan, Kathleen And Others

## Maternal Social Support Systems Moderating Levels of Mother/Child Stress and Home Stimulation.

Pub Date—Apr 85

Note—18p; Paper presented at the Ohio Psychological Association Spring Convention (April, 1985). For related document, see PS 015 219.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, \*High Risk Persons, \*Home Programs, \*Intellectual Development, Longitudinal Studies, Low Income Groups, \*Mothers, Motor Development, \*Social Support Groups, Socioeconomic Status, Stimulation, Stress Variables, \*Toddlers

In 1981 and 1982, pre- and postnatal medical, financial, demographic, and maternal social support data were collected from 220 lower socioeconomic status (SES), "high risk" mothers and their newborn infants. An analysis of data on the oldest 100 children in the sample found that 14 families had been referred to a children's protective services board for investigation of abuse/neglect. Data in the present study were obtained from a new subsample of the youngest children and their mothers. Subjects were 38 mother/child pairs consisting of mothers between the ages of 15 and 42 years and children between the ages of 18 and 24 months. Measures administered by psychologists during in-home visits included the Bayley Scales of Infant Development (Motor and Mental), the Maternal Social Support Index, the Inventory of Home Stimulation, the Parenting Stress Inventory, the Shipley Institute of Living Scale-Vocabulary Test, and a demographic questionnaire. Results revealed that the group of families characterized by high stress and low social support score particularly low on the home stimulation inventory. No predictor of mental or motor development, including home stimulation, was found. It is tentatively concluded that intervention should provide maternal social supports during the early childhood years. This may be especially helpful for lower SES families experiencing stress levels higher than the national average. (RH)

ED 257 591

RC 015 137

## Claims Against the U.S. Government by the Navajo Indian Tribe. Hearing before the Subcommittee on Administrative Law and Governmental Relations of the Committee on the Judiciary. Serial No. 67. House of Representatives, Ninety-Eighth Congress, First Session 3533, Claims Against the U.S. Government by the Navajo Indian Tribe. (November 2, 1983).

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

Pub Date—84

Note—195p; Some pages may not reproduce well due to marginal legibility.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*American Indian Education, \*American Indian History, American Indian Reservations, American Indians, Contracts, \*Court Litigation, Federal Courts, Federal Government, \*Federal Indian Relationship, \*Treaties, Tribes Identifiers—Congress 98th, \*Navajo (Nation), Treaty with Navajo Indians 1868

On November 2, 1983, the subcommittee heard testimony concerning H.R. 3533 which would require the United States Court of Claims to hear eight claims originally filed against the United States Government by the Navajo Tribe in 1950 and later dismissed on technical grounds. The claims alleged that the Government improperly managed tribal resources and lands and violated the Treaty of 1868 by not dealing fairly and honorably with the Navajo Tribe in providing educational facilities and services required by law. Witnesses before the committee included Bill Richardson, Representative from New Mexico, who introduced legislation; Guy Gorman, Thomas Boyd, and Marshall Plummer from the Navajo Nation Claims Committee; William Schaab, the Tribe's claims attorney; and Anthony C. Liotta, Deputy Assistant Attorney General, who presented the Department of Justice's opposition to H.R. 3533. The bulk of this report consists of documents related to the complex 33-year history of the 8 claims and includes the Court of Claims opinion of June 13, 1979, the Navajo Tribe's petition for a review of that opinion, a 25-page summary of each claim, texts of the 1850 and 1868 treaties in question, and details of the controversial withdrawal of the claims in 1969 by a former tribal claims attorney. (JHZ)

ED 257 592

RC 015 140

## Fiscal Year 1985 Budget. Hearings before the Select Committee on Indian Affairs, United States Senate, Ninety-Eighth Congress, Second Session on the Fiscal Year 1985 Budget (February 21-23, 1984).

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Report No.—Senate-Hrg-98-893

Pub Date—84

Note—619p; For Fiscal Year 1984 Budget, see ED 238 615. Document contains small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—\*American Indian Education, American Indian Reservations, American Indians, Community Development, Community Resources, Elementary Secondary Education, Federal Aid, \*Federal Indian Relationship, \*Health Services, Hearings, Higher Education, \*Natural Resources, \*Self Determination, Tribes, Vocational Education

Identifiers—Bureau of Indian Affairs, Congress 98th, \*Federal Budget, Senate Select Committee on Indian Affairs

The Senate Select Committee on Indian Affairs met to hear testimony on the proposed budget for the 1985 fiscal year, which calls for continued support of Indian self-determination by strengthening tribal governments and decreasing unnecessary Federal intrusion in reservation affairs. Discussion was primarily concerned with funding for Indian education programs, especially preschool and post-secondary education, and Indian health programs. Other topics were natural resource and economic development, including irrigation projects and effective law enforcement for Indian fisheries in the

Columbia River basin. Government witnesses included representatives of the Bureau of Indian Affairs and pertinent agencies of the Department of Health and Human Services and the Department of Education. Witnesses from tribes and tribal organizations included representatives from Indian schools and colleges; INMED (Indians Into Medicine); the National Association of Community Health Representatives; American Indian Scholars, Inc.; the Council of Energy Resources Tribes; Columbia River Inter-tribal Fish Commission; and the American Indian Higher Education Consortium. In addition to testimony before the committee, this document includes numerous prepared statements, letters, and study reports. (JHZ)

ED 257 593

RC 015 188

Marshall, John D.

## A Glance at the Evolution of Native American Education: From Christianization to Self-Determination.

Pub Date—Mar 85

Note—21p; Revised and abridged from an unpublished manuscript by J.D. Marshall & T.E. Smith entitled: A look at the policies, attitudes and activities surrounding the education of indigenous peoples in both Australia and the United States.

Pub Type—Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*American Indian Education, \*American Indian History, American Indians, Boards of Education, Christianity, \*Church Role, \*Educational History, Elementary Secondary Education, \*Federal Indian Relationship, Higher Education, Parochial Schools, Policy Formation, Self Determination, \*Tribal Sovereignty, Tribes, Trust Responsibility (Government), United States History

Identifiers—\*Bureau of Indian Affairs, Missionaries, Tribally Controlled Schools

This paper provides a broad, sweeping glance at the early policies, attitudes, and activities surrounding the education of Native Americans. The Indian education efforts of the colonists-involving civilization, Christianization, and literacy—did little to alter Indian culture and were in most cases abandoned by the mid-1700's. During the Revolutionary War and westward expansion the policy was extermination and relocation of American Indians; education was a low priority. In 1834, Congress created the Bureau of Indian Affairs (BIA). Tribally-operated schools met with some success. By 1841 the Choctaw and Cherokee had bilingual schooling; some tribes reached 90% literacy. In the post-civil war period the Indian education policy was assimilation; the first off-reservation boarding schools were opened with that objective. Departure from assimilation came with the 1934 Indian Reorganization Act, recognizing civil and cultural freedom. Following World War II the Government tried a policy of termination which resulted in the tribes' long-lasting distrust of government and stifled most efforts toward educational betterment. By the mid-sixties, a growing number of Indian people were committed to self-determination in educational matters. Their efforts brought changes, e.g., Indian controlled urban and reservation schools and growing numbers of Indians in universities and professions. Much remains to be changed in Indian education. Real improvement can be expected not from government policy but from those Native Americans determined to control their cultural destiny. (JHZ)

ED 257 594

RC 015 211

Andrews, Duane D. Linden, Rhonda R.

## The Role of Volunteers in Preventing Rural Child Abuse.

Pub Date—Jul 84

Note—20p; Paper presented at the National/Second International Institute on Social Work in Rural Areas (9th, Orono, ME, July 28-31, 1984).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, \*Child Abuse, Child Neglect, Child Welfare, \*Community Support, Cooperatives, Day Care, Delivery Systems, \*Family Problems, Family Programs, Financial Support, \*Outreach Programs, Parent Participation, Program Descriptions, Program Implementation, \*Rural Family, Rural to Urban Migration, Social Support Groups, \*Volunteers, Volunteer Training, Young Children

Identifiers—\*Child Protection Inc, Kentucky (West), Parents Anonymous  
On a budget of \$28,000, Child Protection, Inc. has

a paid staff of an executive director, 4 foster grandparents, and 3 VISTA volunteers. But with the help of 157 volunteer service providers, the organization is able to deliver 828 units of service monthly to rural Western Kentucky. The success of the volunteer program is based on recruiting from appropriate populations, screening, specific and meaningful job descriptions, supervision, training, evaluation, recognition, integration into the agency, and supportive relations with peers. Volunteers participate in the agency's three strategies for preventing child abuse: a Parents Anonymous Chapter, Wee Care (a mothers' cooperative "time out" nursery), and parent aides. Because the volunteers' services to clients are accepted, they have become the backbone of Child Protection, attracting a broad base of community support and thereby making the agency eligible for grants and city, county, and United Way funding. This report contains background information on the economic and social problems that have led to high rates of child abuse and neglect in western Kentucky. The history and evolution of Child Protection is described, stressing the volunteer program, but also including the issues of public education, public relations, community support, interagency cooperation, multidisciplinary professional teams, and civic group involvement. (JHZ)

ED 257 595 RC 015 258

Taylor, Peter Tomlinson, Derrick

**Primary Distance Education Population: Problems and Prospects. Research Series No. 2.** National Centre for Research on Rural Education, Nedlands (Western Australia).

Spons Agency—Australian Commonwealth Schools Commission, Canberra.  
Report No.—ISBN-0-86422-051-4  
Pub Date—84

Note—206p.; A study of the pupil population served by primary distance education, the perceived needs of their home tutors and the adequacy of support services provided by distance primary schools in New South Wales, Queensland, Western Australia and the Northern Territory.

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Access to Education, Classification, Correspondence Study, Delivery Systems, Distance Education, Educational Needs, Educational Technology, Elementary Education, Enrollment Trends, Foreign Countries, Home Schooling, Mothers, Parent Role, Parent School Relationship, Questionnaires, Rural Education, Rural Family, Services, Student Characteristics, Telecommunications, Tutoring, Tutors

Identifiers—Australia, Australia (New South Wales), Australia (Northern Territory), Australia (Queensland), Australia (Western Australia), Isolation (Geographic), School of the Air (Australia)

Extensive fieldwork and a questionnaire were used to study the population served by primary distance education (K-6), the perceived needs of home tutors, and the adequacy of support services provided by distance primary schools in New South Wales, Queensland, Western Australia, and the Northern Territory. The fieldwork phase found two major types of primary distance schools—metropolitan correspondence schools and regional schools of the air/correspondence units. Schools were characterized by the permanence/transience of their student population and the stability/duration of their enrollments. Fieldwork confirmed the notion that the isolated child's success depends on active involvement of the home tutor—nearly always the child's mother. A questionnaire mailed to 1,800 families (all those in the study area having at least one child enrolled in primary distance education) yielded 1,226 valid returns from families for a total of 2,072 students. Support services were unevenly available for home tutors and depended on school type, family permanence/transience, and home utilities—electricity, mail, telephone. Support services involving face-to-face meetings with teachers and other home tutors were rated highest. This report included the 20-page family questionnaire, detailed analyses of student populations by region, and a chapter evaluating electronic mailing and other possible new directions in primary distance education. (JHZ)

ED 257 596 RC 015 260  
Oversight of the Indian Education Act. Hearing before the Select Committee on Indian Affairs.

United States Senate, Ninety-Eighth Congress, Second Session on Oversight of the Indian Education Act (Phoenix, AZ, December 6, 1984). Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Pub Date—85

Note—298p.; Document contains small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indian Education, American Indian Reservations, American Indians, Cultural Education, Educational Facilities, Educational Needs, Educational Policy, Elementary Secondary Education, Enrichment Activities, Equal Education, Federal Indian Relationship, Financial Support, Parent Participation, Public Schools, Relevance (Education), School Closing, School District Reorganization, School Funds, Supplementary Education, Teacher Recruitment, Tribes, Trust Responsibility (Government)

Identifiers—Arizona, Bureau of Indian Affairs, Congress 98th, Contract Schools, Indian Education Act 1972 Title IV, Navajo (Nation), New Mexico

The Senate Select Committee on Indian Affairs met in Phoenix, Arizona, to hear the testimony of tribal witnesses in order to obtain tribal participation in the committee's national Indian policy. Thirty-seven representatives of tribal education organizations spoke about the Title IV programs of the Indian Education Act and the elementary and secondary education programs of the Bureau of Indian Affairs (BIA). In general, testimony concerned the need for continued and increased funding to insure equal educational opportunities for Native American students and the relationships among public, contract, and BIA programs for Indian students. Topics included the impact of parent participation and cultural education components of Title IV, school attendance boundaries, school closure and consolidation, the poor condition of BIA facilities, and the need to attract and retain qualified BIA teachers. This report contains the witnesses' summary remarks before the committee followed by their complete prepared statements and other material submitted for the record. The majority of witnesses represented Navajo organizations in Arizona and New Mexico. Other tribes represented included Pueblo, Papago, Hopi, Apache, and Pima. (JHZ)

ED 257 597 RC 015 278

Goforth, Joan L.

**Rural Education Program: Site A. Final Evaluation Report.**

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—400-76-0025; NE-C-00-3-0074

Note—68p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—American Indian Education, Anglo Americans, Change Agents, Change Strategies, Citizen Participation, Community Problems, Educational Change, Educational Improvement, Elementary Secondary Education, Formative Evaluation, Participative Decision Making, Program Implementation, Questionnaires, Rural American Indians, Rural Education, School Community Relationship, School Districts

Identifiers—Facilitators, Navajo (Nation), Rural Futures Development Strategy, Utah

The Rural Education Program (REP) is funded to develop a strategy—the Rural Futures Development (RFD) Strategy—that encourages local initiative and participation in educational change. The strategy was installed in the San Juan School District in southeastern Utah (Site "A") from August 1974 to June 1976 and represented the first installation of the integrated strategy. Site A is a remote, large, and sparsely-populated area containing two distinct language and cultural groups—Navajo and Anglo. Strategy installation involved selecting four process facilitators and a local RFD coordinator, forming three school-community groups, conducting needs assessments, and initiating numerous training and planning activities. The evaluation of Site A was designed to monitor the RFD Strategy at the local school district level and to assist REP in defining and refining the strategy. A survey questionnaire was used to assess community members' percep-

tions of change over RFD's 2-year installation period. Sample size was 331; response rate was 41%. Most respondents perceived an improvement in educational quality; two-thirds felt the work done by school-community groups and school staff had improved the quality of educational decisions in their community. This report includes detailed reviews of evaluation procedures and results, the evaluation instruments, and data describing the local school district. (JHZ)

ED 257 598 RC 015 280

Burden, Paul R.

**Are Teacher Career Ladder Plans Feasible in Rural and Small Schools?**

Pub Date—29 Oct 84

Note—20p.; Paper presented at the annual Rural and Small Schools Conference (Manhattan, KS, October 29, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Ladders, Elementary Secondary Education, Financial Support, Program Development, Program Evaluation, Program Implementation, Rewards, Rural Schools, School Districts, Small Schools, Teachers

Identifiers—Problem Identification  
Career ladders have been proposed as one way to address problems rural and small schools have in recruiting academically able and talented teachers, recognizing them once they start teaching, and retaining them in the teaching role. While there are differences in career ladder plans, there are also some common features, e.g., predetermined criteria for advancement, objective evaluation procedures, opportunities for teachers to accept new roles in the higher steps, and stipulations for certification/training for advancement. Advantages of career ladders for individual teachers include both intrinsic and extrinsic rewards as well as providing a longitudinal framework within which teachers can form their own career decisions. Advantages for school districts are numerous, including enabling the full use of teacher potential, providing exemplary models for beginning teachers in a systematic way, providing a method to reward outstanding teachers, etc. Among potential problem areas are role definitions for teachers and administrators, school management and decision-making, funding, evaluation and continued training of teachers, etc. Several steps involving planning, commitment, sharing of information, and evaluation need to be followed before career ladders can be implemented in rural and small school districts. Funding will probably be the key determinant of success. Proposed career ladders are appended. (BRR)

ED 257 599 RC 015 281

Porter, Robert M.

**The Catskill Saturday Seminars, 1958-1983: 25 Years of a Good Idea.**

Catskill Area School Study Council, Oneonta, N.Y.

Pub Date—May 83

Note—48p.; For related document, see ED 027 099.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Ability, Bus Transportation, College School Cooperation, Curriculum Enrichment, Educational History, Elementary Secondary Education, Enrichment Activities, Gifted, Noncredit Courses, Program Costs, Program Descriptions, Program Length, Rural Areas, Seminars, Small Schools

Identifiers—Commemorative Publications, Saturday School, Saturday Seminar Program NY  
Oneonta and the campus of the State University have been the principal home of the Saturday Seminar Program from its beginning in 1958. Oneonta is the center of a sparsely-settled rural region of New York and the area has many small schools with an average size, K-12, of about 400. Since smaller enrollments often limit the range of course offerings, the Saturday Seminar Program has attempted to provide academic enrichment for gifted students from these small schools. It does not give college credit and it is not advanced placement. The program is fiscally independent of outside grants. There are 10 sessions in each term (September-December and January-May); local districts usually pay the fee of \$45. By its 25th anniversary the program had served 9,913 students. For 23 years only students in grades 7-12 were eligible; the Young Learners Program—grades 3-6—was added in the fall of 1981. The report traces the 25-year evolution of the program,

lists the 47 schools that have participated by year and by enrollment, and provides a bibliography about the program. The appendix contains a list of subjects offered in each seminar and pictures of participants and the educational facilities. (BRR)

**ED 257 600** RC 015 282  
Improving Student Achievement in Small Schools.  
Proceedings of the Annual Alaska Small Schools Conference (4th, Anchorage, Alaska, December 3-5, 1984).

Alaska State Dept. of Education, Juneau.

Pub Date—Dec 84

Note—28p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Alaska Natives, \*American Indian Education, Bilingual Education Programs, Career Planning, \*Curriculum Development, Educational Technology, Elementary Secondary Education, \*Instructional Improvement, Leadership, Multicultural Education, Native Language Instruction, Rural Areas, Rural Education, \*Rural Schools, \*Small Schools, Teacher Characteristics, Teacher Role, \*Teaching Skills, Vocational Education

Identifiers—\*Alaska

Key points of presentations are captured in this report of a conference which addressed issues of concern to educators in Alaska's small schools and provided an opportunity for educators to share classroom approaches that work for them. A total of 77 presentations are briefly summarized. Contents are organized under the following headings: (1) effective teaching and leadership strategies; (2) curriculum topics; (3) educational technology; (4) bilingual/bicultural education; (5) vocational education; and (6) miscellaneous topics. Subjects include improving student achievement, communicating with parents and community, staffing and scheduling in the small high school, qualities of effective small school teachers, curriculum development techniques in small schools, computer resources, instructional television programming, native culture and language instruction, first language assessment tools, computer assisted career planning activities, child abuse in small communities, and characteristics of native leaders. Addresses are included for the more than 100 conference presenters. (JHZ)

**ED 257 601** RC 015 283

Alaska Heritage Endowment Report. Final Draft.

Alaska State Dept. of Education, Juneau.

Pub Date—Jan 83

Note—32p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Alaska Natives, \*American Indian History, Archives, Art History, \*Art Products, Community Benefits, Cultural Activities, \*Endowment Funds, Eskimos, Financial Support, Long Range Planning, Museums, North American Culture, North American History, \*Realia, Special Libraries, \*State History, Statewide Planning

Identifiers—Alaska, \*Alaska Heritage Endowment Fund, Cultural Materials, Cultural Preservation  
Outstanding Alaskan native art, historical art, historical objects, and archival materials continue to leave or remain outside the state because Alaskan museums, historical libraries, and archives do not have sufficient funding to compete effectively in the national and international markets where these objects are in great demand. In order to preserve essential Alaskan cultural materials within the state, it is proposed that the State of Alaska establish an endowment fund to enable the purchase of exceptional artifactual and archival materials by museums, historical libraries, and archives statewide. A Board of Trustees, governed by statute, would be created within the Department of Education to oversee expenditure of annual derived income, which would purchase exceptional artifactual and archival materials, pay for annual costs to manage the fund, and cover expenses of the Board of Trustees. There appears to be no legal obstacles to the establishment of such a fund if the Legislature annually appropriates derived income to the purposes of the endowment. An initial appropriation of \$7.5 million, followed by an additional appropriation in 2 to 3 years is recommended. An investment of \$7,750,000 would generate approximately \$750,000 in revenues per year for statewide preservation of Alaska's heritage. (JHZ)

**ED 257 602**

Barker, Bruce

Research and Data Needs for Small/Rural Schools.

Pub Date—17 Jun 85

Note—9p.; A position paper prepared for the National Center for Education Statistics. In consideration of NCE's plans for the redesign of their Elementary and Secondary Data Program.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Classification, Data Analysis, Databases, \*Data Collection, Definitions, Educational Quality, Elementary Secondary Education, Equal Education, Position Papers, \*Research Needs, Rural Areas, \*Rural Education, Rural Schools, Rural Urban Differences, School Size, \*Small Schools

Identifiers—\*Access to Information, Educational Diversity, \*National Center for Educational Statistics, Rural Education Association

Information available on rural education remains startlingly inadequate—partly because of the great diversity of rural areas, because agencies responsible for data collection disagree on the definition of small/rural schools, and because large metropolitan schools have received far more than their share of attention, research, and financial support. Not until 1983 did the Department of Education announce a policy that would provide rural education with an equitable share of the Department's resources. In the redesign of the elementary and secondary data program conducted by the National Center for Educational Statistics (NCES), the Rural Education Association strongly encourages the inclusion of small/rural schools as a specific category in data collection and reporting and recommends that NCES break down the data based on school districts of fewer than 300, 300-999, 1,000-2,500, and more than 2,500 students. This classification would more accurately reflect rural, suburban, and urban similarities and differences and provide policy analysts, public educators, and others interested in education with valuable information to assess American public education. (JHZ)

**ED 257 603**

Johanson, Karl M., Comp.

Accepted Peer Practices in Adventure Programming.

Association for Experiential Education, Boulder, CO.

Pub Date—Aug 84

Note—196p.

Available from—Association for Experiential Education, Box 249, Boulder, CO 80309 (\$20.00 plus postage for members, \$25.00 for non-members).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Admission Criteria, \*Adventure Education, Emergency Programs, Equipment, Facilities, First Aid, Leadership, \*Outdoor Activities, Outdoor Education, Participant Characteristics, \*Peer Acceptance, Personnel Management, Physical Activities, \*Program Administration, Records (Forms), \*Safety, \*Teacher Qualifications, Teacher Responsibility

Identifiers—Association for Experiential Education

For the purpose of raising the level of safety, encouraging educational institutions and training programs to develop leaders, providing information for programs, establishing a base for communication with land use agencies, and providing information for school and agency custodians of potential students, the manual outlines "Accepted Peer Practices" for adventure programs in North America. The reference recommends 16 administrative practices; offers information for general practices in administration, staffing, participants, activities, equipment, and facilities; and identifies basic instructor qualifications in regard to first aid, group facilitation and leadership, environmental ethics, weather, and navigation. A major section of the guide includes common practices for adventure program activities that are arranged from most basic to most complex and divided into environments of land, water, and air. Each activity provides information concerning instructor/participant ratios, safety/conservation equipment, safety practices, conservation practices, and leadership qualifications. Other sections cover emergency practices for first aid, evacuation, search and rescue, and notification; accident/incident data collection; safety review practices; and common practices for programs

RC 015 284

serving special populations. Appendices contain a bibliography, list of resource people, forms, equipment lists, Personal Flotation Devices information, American Whitewater Affiliation Safety Code, and emergency procedures. (ERB)

**ED 257 604**

Paizano, Edna L. Crook, Karen A.

American Indian Areas and Alaska Native Villages: 1980. Census of Population. Supplementary Report.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Report No.—PC80-SI-13

Pub Date—Aug 84

Note—47p.; Document contains small print.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Alaska Natives, American Indian Reservations, \*American Indians, \*Census Figures, Demography, Eskimos, \*Housing, Non-reservation American Indians, \*Population Distribution, \*Racial Distribution, Reservation American Indians, Urban American Indians

Identifiers—Alaska, \*Census 1980, Oklahoma

The American Indian population exceeded 1 million (1,366,676) in 1980, showing an increase of about 574,000 persons or 72% over the decade. The 1980 Census also identified 42,162 Eskimo and 14,205 Aleut who are still highly concentrated in Alaska. The substantially larger count is the result of natural increase and overall improvements in census procedures, including modified enumeration procedures on American Indian reservations and the use of self-identification. Of federal and state reservations, 278 were identified with 192 in the West and 16 in the South. The report further indicates that one-fourth (339,836) of all American Indians lived on reservations, comprising about 49% of the total population on reservations. The narrative part of the report discusses definitions and explanations (race, identified areas); other population characteristics (household, relationship to householder); other area classifications (regions, divisions, states, counties); housing characteristics, comparability of 1980 data; other 1980 census reports relevant to American Indians; and limitations of the data. Twelve tables provide census tabulations for American Indian, Eskimo and Aleut population by state, reservations and Alaska Native villages, housing unit counts; and persons by race. (ERB)

**ED 257 605**

Rivera, Manuel G.

Academic Achievement, Reading, and Writing: Hispanics, Males, and Females.

Pub Date—Sep 84

Note—35p.; Paper presented at the annual conference of the Kaza in Higher Education (Long Beach, CA, September 13-14, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Achievement, College Transfer Students, Females, Grade Equivalent Scores, \*Hispanic Americans, Males, \*Reading Ability, Remedial Reading, \*Sex Differences, Summer Schools, Two Year Colleges, \*Two Year College Students, \*Writing Skills

Identifiers—Nelson Denny Reading Tests

During the summer of 1983, 77 community college students enrolled in English composition courses were administered the Nelson Denny Test during the first week of the summer session and just prior to final examinations to determine reading ability and grade equivalencies in reading; ascertain if there were relationships between academic achievement and/or reading ability; determine if males, females, or Hispanics differed as a group, and if so, identify those differences; and determine if there was a relationship between reading and writing. The Nelson Denny Test, Form D determined reading ability and provided scores in vocabulary, comprehension, and rate. Grade equivalence was provided by the test's publisher. Students' grade in the course determined academic achievement. Students were placed in writing classes according to the College's writing sample examination, successful completion of the previous writing course, and other means (e.g., transfer student from other college).



Findings included: students who completed the courses showed gains of 3 grade levels in the summer session; males had a higher equivalence than females, however, the groups finished at the same equivalence level; Hispanic students started reading at the 11.8 grade level, and ended at the 12.7, almost at the point at which non-Hispanics began. (NQA)

ED 257 606 RC 015 288

Fernandez, Edward W. DeNavas, Carmen  
Persons of Spanish Origin in the United States:  
March 1982. Population Characteristics.  
Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date—Jan 85  
Note—46p.; For related document, see ED 224 652.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Reports are available both as individual copies and by subscription).

Journal Cit—Current Population Reports; Series P-20 n396 Jan 1985

Pub Type—Numerical/Quantitative Data (110) — Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Age, Birth Rate, \*Census Figures, Comparative Analysis, Cubans, \*Demography, Educational Attainment, Employment Level, \*Ethnic Origins, Family Characteristics, Family Size, \*Hispanic Americans, Income, Marital Status, Mexican Americans, National Surveys, Population Trends, Poverty, Puerto Ricans, Residential Patterns, \*Socioeconomic Background, Tables (Data), Unemployment

As a supplement to the March 1982 Current Population Survey, the Bureau of the Census collected data on age, marital status, education, voting and registration, fertility, employment, family composition and size, income, and poverty status of Spanish-origin persons residing in the United States. Data were compared to data for the overall population and for persons not of Spanish origin. Data indicated that in March 1982 there were about 14 million Hispanics in the United States. About 11% were under 5 years of age and 4% were 65 years old and over. The proportion of single Hispanic women (26%) was substantially lower than the proportion of single Spanish men (34%). About 46% of Hispanic persons 25 years old and over were high school graduates. Of the 8.8 million Hispanics 18 years old and over, only 35% had registered to vote in the November 1982 election; only 25% had voted. Spanish-origin women 15 to 44 years old had borne more children on the average than had non-Spanish women. Spanish-origin families averaged about 3.89 persons per family compared to 3.22 persons for non-Spanish families. In 1981, 24% of Spanish families were below the poverty level compared to 10% for non-Hispanic families. (NQA)

ED 257 607 RC 015 290

Public Law 94-437 Title I Scholarship Program.  
Student Handbook, Academic Year 1985-86.  
Indian Health Service (PHS/HSA), Rockville, MD.

Pub Date—85  
Note—94p.  
Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*American Indian Education, American Indians, Human Resources, Instructional Student Costs, \*Medical Education, Postsecondary Education, \*Qualifications, \*Scholarships, Student Financial Aid, \*Student Responsibility

Identifiers—Indian Health Care Improvement Act, \*Indian Health Service

This handbook is for the use of recipients of any of the three interrelated scholarship programs (Health Professions Preparatory Scholarship, Health Professions Pregraduate Scholarship, and Health Professions Scholarship) implemented to train the professional health personnel to staff Indian Health Service (IHS) programs to satisfy the requirements of the Indian Health Care Improvement Act, Public Law 94-437. The introduction notes the handbook provides immediate access to guidance for situations not before encountered, the names and addresses of IHS scholarship personnel, and necessary forms. These forms include the enrollment and initial program progress report which must be filled out at the beginning of each semester, tutorial assistance request forms, and applications for extern selection. Five types of grant action are described in the handbook: initial, continuation, supplemental, change-administrative, and extension awards. A description of scholarship benefits dis-

cusses how the IHS pays for tuition and related fees, including equipment and travel reimbursement, and describes fees not covered by the program. A student service agreement which obligates the graduate to work for IHS a minimum of two years is discussed as well as the penalties and fines for noncompliance or academic failure. Government job applications and a study plan example are provided in the appendix. (PM)

ED 257 608 RC 015 291

Ruiz, Vickie L.  
Working for Wages: Mexican Women in the Southwest, 1930-1980. Working Paper No. 19.

Arizona Univ., Tucson. Southwest Inst. for Research on Women.

Spons Agency—Ford Foundation, New York, N.Y.  
Pub Date—84  
Note—30p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indians, Blacks, Census Figures, Educational Status Comparison, \*Employed Women, \*Employment Level, Employment Statistics, \*Equal Opportunities (Jobs), Income, \*Mexican Americans, Minority Groups, Racial Discrimination, Sex Differences, Sex Discrimination, \*Unions, Whites, Work Environment, Working Class

Identifiers—Economic Impact, United Cannery Agric Pack Allied Workers America, United Farm Workers, \*United States (Southwest)

Statistical profiles of Mexican American women workers and a narrative describing their role in trade unions illustrate the economic precariousness of this group and of women in general. Census and Labor Department reports document national labor trends from 1930-1980 with emphasis on the Southwest. Tables present information on occupational type, median income, and educational level for Mexican American, Anglo, Black, and American Indian women and for Mexican American and Anglo men. Among findings discussed are that: (1) Mexican American and American Indian women have the lowest median incomes in the Southwest; (2) Anglo and Mexican American men have higher median incomes than any group of women; and (3) women with more years of schooling have higher median incomes and employment rates. The overview of Mexican American women in industry and unions examines ethnic and sexual discrimination, gives examples of Mexican American women's labor militancy and analyzes the impact of mechanization, undocumented workers, and seasonal work. Discussion points out that women who must work to support their families may consider job security their top priority. The final topic is the role of Mexican American women as policy makers in two unions—United Cannery, Agricultural, Packing, and Allied Workers of America (UCAPAWA) and United Farm Workers (UFW).

ED 257 609 RC 015 294

Small School/Large School Comparative Analysis.  
Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Pub Date—9 Oct 84  
Note—46p.; Some figures and tables may not reproduce well due to marginal legibility.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Comparative Analysis, Computer Simulation, \*Consolidated Schools, \*Costs, Elementary Education, Expenditure per Student, Foreign Countries, Models, Rural Areas, \*School Buses, School Construction, School Effectiveness, School Funds, School Size, \*Small Schools

Identifiers—\*Alberta, Canada, Large Schools, United States

Student achievement, cost, rural context, and qualitative differences relative to small/rural schools were analyzed in Alberta to address the choice between small elementary school construction and school consolidation with student busing. Studies in both the United States and Canada have found no consistent significant differences in student achievement between small and large schools. There is a major difference in cost and funding levels, however. Small school government grants do not offset this difference. Despite their greater cost, the number of small schools increased from 208 to 520 between 1974 and 1983. Busing for small schools costs less than for large schools which involve greater distances. A "bus or build" computer model for urban applications could be adapted to

help school boards make cost effective small school/large consolidated school construction decisions. Given the quality and popularity of smaller schools in rural contexts, Alberta Education should research ways to reduce small school costs. Along with the narrative are descriptive charts and figures including an analysis of qualitative advantages and disadvantages of small schools. Following the narrative are four appendices with copies of graphs and tables from studies cited in the text and a bibliography. (PM)

ED 257 610 RC 015 295

Rural Women: An Untapped Resource. Proceedings of the Governor's Council on Rural Development Conference (Willmar, Minnesota, May 20-21, 1983).

Minnesota Governor's Council on Rural Development, St. Paul; Minnesota State Dept. of Energy and Economic Development, St. Paul.

Pub Date—Jul 84  
Note—82p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Business, \*Business Administration, Career Guidance, Career Planning, \*Economic Opportunities, Employed Women, \*Entrepreneurship, \*Females, Human Resources, Moral Values, Role Models, \*Rural Development, Rural Economics, Self Esteem, \*Small Businesses, Social Networks

Identifiers—\*Consciousness Raising, Minnesota, Minnesota Governors Council on Rural Development

The texts of four speeches and seven workshop presentations comprise this report intended to be a resource for rural women seeking careers in business ownership and to assist Minnesota's legislature and others interested in helping them. Presentations provide practical, technical, and inspirational information by 18 women with experience and success in various businesses. Mary Hauser spoke on the plans of the Governor's Council on Rural Development with regard to rural women and business. Marlene Johnson (Lieutenant Governor of Minnesota), Joan Anderson Grove (Secretary of State), and Jane Preston spoke on the promising role of women in the economic growth of rural areas. Author Carol Bly's workshop presentations examined women's values, urging women to stand for positive ethical change as they gain power in the business world. Other workshops were "Re-entering the Job Market" by Jody Halgren and "Tax and Legal Aspects of Business Organizations" by Corinne Lynch. Women in the fields of insurance and investment sales, publishing, computer services, interior design, retail business, health care, and community development participated on two panels that described different approaches to business ownership. A footnotes section includes names and addresses of organizations that provide assistance to women interested in starting/managing their own business. (JHZ)

ED 257 611 RC 015 296

Osborne, V. Con Cranney, A. Garr  
Elements of Success in a University Program for Indian Students.

Pub Date—Mar 85  
Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Academic Advising, American Indian Education, \*American Indians, Basic Skills, Career Exploration, \*Faculty Evaluation, \*Higher Education, \*Program Effectiveness, Reading Instruction, \*Student Personnel Services, Study Habits, Teacher Effectiveness, Tutorial Programs

Identifiers—\*Brigham Young University UT

Through interview and questionnaire, this study examined the success of Brigham Young University's Indian education program by comparing it with Rouché's 11 elements of successful programs for low-achieving students. About 40% of Brigham Young's Indian students achieved bachelor's degrees, compared to 10% in comparable programs. The 19 faculty members interviewed identified most of Rouché's elements as contributing factors to their program's success and all emphasized the element of high administrative support which ranged from a separate academic department to financial awards available to all Indian students. Other factors singled out were specialized faculty, closely monitored courses, an academic advisement office for monitoring student progress, a special tutoring lab, a cam-

pus-wide Indian club, an annual Indian week, a news magazine, and a funding development program. Most instructors stated that Indians are visual learners and holistic in their learning approach. Some problems and concerns noted included weak family support, untrained study habits, limited student vocabularies, and cultural differences. The faculty recommended improved faculty preparation, and improved predictive tests. They also suggested development of Indian/Campus orientation programs, college-bound high school programs, improved monitoring programs, and the refinement of curricular offerings to include study skill courses, reading and vocabulary development, and career exploration. (PM)

ED 257 612 RC 015 297

Thiel, Mark G.

The Omaha Dance in Ogala and Sicangu Sioux History, 1883-1923.

Pub Date—27 May 83

Note—36p.; Paper presented at the Annual Dakota History Conference (17th, Madison, SD, April 11-13, 1985). Best copy available.

Pub Type—Historical Materials (060) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indian Culture, \*American Indian History, American Indian Reservations, American Indians, \*Cultural Activities, \*Culture Conflict, \*Dance, \*Federal Indian Relationship, Government Role

Identifiers—Entertainment, Ogala Sioux (Tribe), \*Sioux (Tribe)

Although altered by government and religious sanctions since the establishment of reservations in 1878, the Omaha dance still serves as an obtrusive demonstration of tribal identity and cohesion for the Ogala and Sicangu Sioux. The dance achieved a high level of prominence as a successful celebration for petitioning supernatural protection in warfare just before reservations were established when warfare activities ceased. The dance's popularity heightened as it became a means for breaking reservation monotony. Audiences enjoyed the Omaha dance when it was incorporated into the growing number of wild west shows, including Buffalo Bill's. The international travel and adventure attracted many Native Americans to employment in those shows. These shows brought about dance innovations and changes. Missionaries and reformers condemned the Omaha dance as superstitious, immoral and counter to civilizing efforts. In 1883, the federal government issued "Indian Offenses" codes targeted at war dances. Wild west shows and further dance-suppressing acts and lobbyists often came into conflict. In 1922 a further increase in restrictions met with an outcry from many tribes and their supporters, including the American Indian Defense Association, and efforts to solve this crisis led to a compromise which sanctioned federal regulation of ritual while acknowledging native religious freedom. Dance regulations continued to 1934. Now significantly altered and often abbreviated for non-Indian audiences, Omaha dancing remains important for cultural identity. (PM)

ED 257 613 RC 015 298

Starrett, Richard A. And Others

The Impact of Social Support Systems upon the Psychological Well-Being of the Hispanic Elderly.

Pub Date—Mar 85

Note—19p.; Paper presented at the Annual Meeting of the Western Gerontological Society (31st, Denver, CO, March 16-20, 1985). For related documents, see RC 015 299-301.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Church Role, \*Cultural Influences, Demography, Environmental Influences, Gerontology, \*Hispanic Americans, Life Satisfaction, \*Mental Health, Middle Aged Adults, Mobility, Models, \*Older Adults, Physical Health, Predictor Variables, Quality of Life, \*Social Support Groups, Sociocultural Patterns, Socioeconomic Status, Use Studies, \*Well Being

Identifiers—Impact Studies  
Data obtained from interviews with 1,039 non-institutionalized Hispanic elderly (55 and older) who identified themselves as having one or more psychological difficulties were analyzed to determine what factors best predicted subjective well-being. The study was a secondary analysis of data collected in 1979-80 using a national sample

stratified by geographic region. Twenty-six variables were selected from this data and classified under Larsen's four categories for determinants of well-being: (1) health and physical disability; (2) socioeconomic and demographic characteristics; (3) transportation and residence; (4) activity and social interaction. Variables selected included family income, living arrangements, ethnicity, urban/rural residence, home ownership, residential mobility, contact with kin, contact with friends and neighbors, church attendance, use of formal mental health services, use of informal mental health services (spouse, relatives, friends), and self-rated health status. Subjective well-being was measured by the number of distressing events experienced out of the categories of family problems, depression, sleeplessness because of worry, and unexplained fear. Step-wise regression analysis was used to determine the relative importance and interrelationship of variables. Findings indicated that subjective well-being was best predicted by use of informal mental health support systems followed by use of formal support systems, health status, and being a housewife. (JHZ)

ED 257 614 RC 015 299

Starrett, Richard A. And Others

Environmental Awareness and Support Networks of the Hispanic Elderly.

Pub Date—Mar 85

Note—28p.; Paper presented at the Annual Meeting of the Western Gerontological Society (31st, Denver, CO, March 16-20, 1985). For related documents, see RC 015 298-301.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cultural Influences, Cultural Traits, Demography, \*Environmental Influences, Ethnic Groups, Gerontology, Hispanic American Culture, \*Hispanic Americans, Mexican Americans, Middle Aged Adults, Models, \*Older Adults, Predictor Variables, Racial Factors, \*Social Services, \*Social Support Groups, Use Studies  
Identifiers—\*Environmental Awareness, National Association of Hispanic Elderly

Data obtained from interviews with 1,804 non-institutionalized Hispanic individuals age 55 and over were analyzed in an attempt to understand how formal and informal social support systems and awareness of available social services (environmental awareness) affect the ability of elderly Hispanics to remain independent within their communities. The study was a secondary analysis of data provided by the National Association of Hispanic Elderly and originally collected in 1979-80 using a national sample stratified by geographic region. Twenty-nine variables were selected from this data and classified according to the Andersen and Newman framework which conceptualizes the individual's demand for services as a function of relationships among predisposing, enabling, and need-for-care factors. Predisposing variables included gender, ethnicity, and religion, enabling variables included community characteristics and family structure; need-for-care variables were self-rated and interviewer-rated health status and perceived need for formal social services. Path analysis was used to determine relative importance and interrelationships of the 29 variables. Four variables jointly accounted for 33% of the variance in formal service use. These were environmental awareness and annual family income (enabling factors), perceived need for social services (need-for-care factor), and ethnicity (predisposing factor). Environmental awareness had the strongest direct effect on use (Beta = .45) and no indirect effects. A reference list and data tables are appended. (JHZ)

ED 257 615 RC 015 300

Starrett, Richard A. And Others

The Utilization of Community Mental Health Services by the Hispanic Elderly.

Pub Date—Nov 84

Note—12p.; Paper Presented at the Annual Meeting of the Western Gerontological Society (San Antonio, TX, November 1984). For related documents, see RC 015 298-301.

Pub Type—Reports - Research (143) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Church Role, \*Cultural Influences, Demography, Environmental Influences, Ethnic Groups, Gerontology, Health Services, \*Hispanic Americans, Mental Health, \*Mental Health Programs, Mexican Americans, Models, \*Older

Adults, Physical Health, \*Predictor Variables, Racial Factors, Sociocultural Patterns, \*Use Studies

Multiple regression and path analyses of 29 demographic, social, and psychological variables were carried out to determine those variables that influenced the use of community-based mental health services by the Hispanic elderly. The variables were classified using the Andersen and Newman framework which conceptualizes the individual's demand for services as a function of complex relationships among predisposing, enabling, and need-for-care factors. Of the 29 independent variables considered in the model, the 3 significant direct predictors of mental health service use were, in order of magnitude: (1) number of mental health problems (i.e., depression, family problems, difficulty sleeping, and unexplained fear); (2) church attendance; and (3) severity of physical illness. Findings indicated that those Hispanic elderly who have more psychological problems, who are in poor health, and who attend church regularly make greater use of community and mental health services that do those with other characteristics. By attending church, the elderly—especially Mexican American and female elderly—may have greater awareness of available resources and greater access to help. In addition, the female elderly may be in a greater risk group because they appear to have more mental health problems and illness. (JHZ)

ED 257 616 RC 015 301

Starrett, Richard A. And Others

The Informal Mental Health Networks of the Hispanic Elderly.

Pub Date—Nov 84

Note—22p.; Paper Presented at the Annual Meeting of the Western Gerontological Society (San Antonio, TX, November 1984). For related documents, see RC 015 298-300.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Discrimination, \*Cultural Influences, Demography, Environmental Influences, Ethnic Groups, Gerontology, Health Services, \*Hispanic Americans, \*Mental Health Programs, Mexican Americans, Middle Aged Adults, Models, \*Older Adults, \*Predictor Variables, Rural Urban Differences, \*Social Support Groups, Sociocultural Patterns, Use Studies

Data obtained from interviews with 1,804 non-institutionalized Hispanic elderly (age 55 and over) were analyzed to determine what factors best predict this group's use of informal mental health support (i.e., spouse, relatives, and friends). The study was a secondary analysis of data collected in 1979-80 using a national sample stratified by geographic region. Twenty-two variables were selected from this data and classified according to the Andersen and Newman framework which conceptualizes the individual's demand for services as a function of relationships among predisposing, enabling, and need-for-care factors. Variables selected included gender, ethnicity, education, income, community and family characteristics, rural/urban residence, contact with kin, self-rated health status, and perceived number of psychological problems. Path analysis was used to determine relative importance and interrelationship of the variables. The strongest predictor of informal mental health support use was number of psychological problems (need-for-care factor), followed by age density (enabling factor) and perceived age discrimination (predisposing factor). Elderly Hispanics with more psychological problems, who lived in less age dense rural areas, and who felt more age discrimination relied more on informal mental health support than those with other characteristics. These findings have implications for mental health service delivery models for the Hispanic elderly. (JHZ)

ED 257 617 RC 015 307

American Indian Adult Career Exploration in the Twin Cities. Project SEARCH Manual.

Heart of the Earth Survival School, Minneapolis, MN.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date—Jan 85

Note—58p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, \*American Indians, Career Awareness, \*Career Counseling, \*Career

Development, \*Career Exploration, Employment Experience, Employment Interviews, Employment Opportunities, \*Employment Services, Interest Inventories, Job Applicants, \*Job Search Methods, Occupational Aspiration, Occupational Clusters, Occupational Information, Postsecondary Education, Secondary Education Identifiers—\*Project SEARCH

A 3-year demonstration grant administered by the Heart of the Earth Survival School. Project SEARCH assists American Indian adults to explore careers and to become successfully employed according to their individual criteria for success. Project SEARCH uses the manual to explain the reasoning behind adult career exploration and outlines eight steps to assist participants in meeting their career goals by identifying the method and describing the materials used for the program. The steps include application, self-assessment, career goal formulation, specific skills practice, job clusters exploration, preparation for interview, training and referral, placement, and post-placement follow up. Assessment instruments, such as Singer Vocational Choice Index, Career Ability Placement Survey, and Tests of Adult Basic Education, are made available for clients to cover potential career interests, work values and expectations, aptitudes, and achievements. The counseling strategy used for the program emphasizes individuality, commitment, and cultural relevance. The main components of the curriculum model presented consist of skills inventory, exploration, data base, preparation, overview of job market, and practicing interviewing. An overview of the program provides demographic information for the 180 clients served. Appendices include practice sessions with homework assignments, questionnaires, resume models, job title data base displays, forms, and a research/reference bibliography. (ERB)

**ED 257 618** RC 015 308  
**Careers Booklet. Project SEARCH.**  
 Heart of the Earth Survival School, Minneapolis, MN.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date—May 85

Note—50p.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Education, \*American Indians, Career Awareness, \*Career Development, \*Careers, \*Employment Opportunities, Interviews, Job Satisfaction, Job Skills, \*Occupational Information, Occupational Surveys, Postsecondary Education, \*Role Models, Secondary Education Identifiers—\*Project SEARCH

Developed by the staff of Project SEARCH, this booklet is designed to assist American Indian adults of the Minneapolis-St. Paul area in an exploration of careers. As noted by the introduction, it may also be of interest to Indian high school students, college students, and others who are looking for ideas about the kinds of careers available. The booklet contains interviews, conducted between November 1984 and February 1985, of Indian adults actively engaged in various careers. Interviewed are an administrative assistant, postal distribution clerk, office manager, counselor, store manager and co-owner, registered nurse, school administrator and program director, cook and chef, heavy equipment mechanic, buyer, computer system analyst, radio broadcaster, TV producer and co-host/health promotion coordinator, bus driver, company president, and chemical dependency counselor. A summary of each career or closely related careers precedes each interview. Discussed in the interview are what each individual likes most and least about their job, what their responsibilities are, the type of education or training needed in acquiring their position, salaries and advancement possibilities, how they got started in their career, and what advice they have for individuals who would like to pursue their career. (PM)

**ED 257 619** RC 015 309  
*Guerra, Salvador, Comp. Gonzalez, Raquel*  
*Quiroz, Comp.*

Chicanos: A Checklist of Current Materials, No. 1, January-June 1984 and No. 2, July-December 1984.

California Univ., Santa Barbara. University Library.

Pub Date—84

Note—56p.; For 1983 checklists, see ED 247 059.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Cultural Background, \*Ethnic Studies, Folk Culture, Foreign Language Books, \*Library Collections, \*Library Materials, Mexican American History, \*Mexican Americans, Reading Materials, \*Reference Materials, Serials, Texts

Identifiers—Chicanos, \*Chicano Studies, \*Coleccion Tloque Nahuaque

Covering the period from January to December 1984, this serial publication cites approximately 462 recent monographic acquisitions in the field of Chicano Area Studies by the Coleccion Tloque Nahuaque within the Library of the University of California at Santa Barbara. The materials, published between 1946 and 1984, are listed by categories and presented alphabetically by author. Categories in this issue are architecture, art, bibliographies, biography, border studies, communications (mass media), cookery, counseling, dictionaries, economics, education, emigration and immigration, films, fine arts, folklore, food, genealogy, gerontology, guides and directories, health care, history (Mexico and Spain), language, law, library science, literature, media, medicine, mental health, migrant labor, military science, music, oral history, political science, psychology, religion, social sciences, sociology, U.S.-Mexico relations and women. (PM)

**ED 257 620** RC 015 310  
*Brown, Eddie F. Shaughnessy, Timothy F.*

Education for Social Work Practice with American Indian Families: 1. Introductory Text. Child Welfare Training.

Arizona State Univ., Tempe. School of Social Work. Spons Agency—Children's Bureau (DHHS/OHS), Washington, DC.

Report No.—DHHS-OHDS-81-30298

Pub Date—Aug 81

Grant—90-C-1437

Note—86p.; For instructor's manual, see RC 015 311.

Pub Type—Guides - Classroom - Learner (051) — Collected Works - General (020) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*American Indian Culture, American Indian History, American Indians, \*Caseworker Approach, Child Rearing, Child Welfare, Community Resources, \*Cross Cultural Training, Cultural Influences, Extended Family, \*Family Life, Family Problems, \*Federal Indian Relationship, Federal Legislation, Human Services, Life Style, Parent Role, Postsecondary Education, \*Social Work, Social Workers, Tribes, Welfare Agencies, Welfare Services

Identifiers—Bureau of Indian Affairs, Indian Health Service, United States (Southwest)

Intended for social work students and social service providers, this introductory text has as its primary target audience non-Indian human service providers wishing to expand their appreciation of Indian culture as a means to more effective social work practices appropriate to Indian communities. The text is organized under five sections which cover the following areas: (1) introduction to diverse lifestyles, culture, and customs of the Southwest Indian tribes; (2) Indian extended families, clan systems, and tribal social networks and their impact upon tribal members' beliefs and behavior; (3) social practice concepts (dual perspective, motivation, and stabilization) in relation to preserving and strengthening Native American families; (4) the nature of the federal-tribal relationship and its significance in the lives of Indian people; and (5) child and family welfare services available to Indians including the Bureau of Indian Affairs, Indian Health Service, tribally operated social services, and voluntary agencies. Specific unit topics under these broad headings include tribal and Christian religions, eating and cooking habits, child rearing, Native American games, comparison of Native American and Anglo lifestyles, and policy development periods in federal-tribal relations. Each major section contains an introduction, table of contents, units of study, study questions, and bibliography. (JHZ)

**ED 257 621** RC 015 311  
*Brown, Eddie F. Shaughnessy, Timothy F.*

Education for Social Work Practice with American Indian Families: 2. Instructor's Manual. Child Welfare Training.

Arizona State Univ., Tempe. School of Social Work. Spons Agency—Children's Bureau (DHHS/OHS), Washington, DC.

Report No.—OHDS-81-30297

Pub Date—Aug 81

Grant—90-C-1437

Note—37p.; For introductory text, see RC 015 310.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Activity Units, \*American Indian Culture, American Indian History, American Indian Studies, Caseworker Approach, Child Welfare, \*Community Resources, \*Cross Cultural Training, Cultural Activities, Cultural Awareness, Extended Family, \*Family Life, Family Role, \*Federal Indian Relationship, Federal Legislation, Learning Activities, Postsecondary Education, Social Networks, Social Services, \*Social Work, Social Workers, Tribes, Units of Study Identifiers—United States (Southwest)

Learning activities are the main feature of this instructor's guide for a course which emphasizes appreciation of American Indian culture for non-Indian human service providers. The course can be completed in 12-15 hours and may be used as part of a college social work course or presented in workshop fashion. The manual is companion to a student text and follows the same format with five major sections: (1) introduction to diverse lifestyles and culture of Southwest Indian tribes; (2) Indian extended families and tribal social networks; (3) social work practice concepts—dual perspective, motivation, and stabilization—in relation to serving Indian people; (4) the nature of the federal-tribal relationship; and (5) child and family welfare services available to Indians. Each section begins with a one-page overview stating the major emphasis, sequence of units, and desired outcome and competencies for learners. Following the summary are study/discussion questions, suggested readings, and detailed learning activities which include various role playing situations, problem-solving, and goal setting. The unit on tribal and Christian religions suggests learning a simple Indian dance, discussing the social and religious importance of dance in American Indian culture, and developing a hypothetical problem with a religious basis. (JHZ)

**ED 257 622** RC 015 313  
*Anderson, Jane, Ed. Zachary, Nina C., Ed.*

A Choctaw Anthology III.

Mississippi Band of Choctaw Indians, Philadelphia. Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date—85

Grant—G008207449

Note—158p.; For Choctaw Anthology II, see ED 253 360. Some pages may not reproduce well due to small print.

Pub Type—Reports - Descriptive (141) — Collected Works - General (020) — Historical Materials (060)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—\*American Indian Culture, American Indian Education, \*American Indian History, American Indians, Choctaw, \*Community Development, Cultural Activities, Economic Development, Federal Indian Relationship, Housing, Interviews, \*Language Attitudes, Laws, \*Legends, \*Marriage, Oral History, Questionnaires, Secondary Education, Self Determination, Student Developed Materials, Treaties

Identifiers—Missionaries, \*Mississippi Band of Choctaw (Tribe), Tribal Law

Nine research papers, written by college-bound Choctaw high school students, discuss the history and culture of the Mississippi Band of Choctaw Indians. In developing the papers students read current and historical texts, conducted interviews with tribal members and tribal employees, and developed survey questionnaires. Two reports discuss the lives of Choctaw chiefs Pushmataha, 1764-1824, and Greenwood LeFlore, 1800-1865. Other historical reports cover early village life, codes of behavior and punishments, marriage and courtship practices, and 19th century missionary efforts among the Choctaw. An overview of Choctaw language includes the results of a survey of 36 students concerning their knowledge of Choctaw language and their attitudes toward instruction in Choctaw. A report on legends and superstitions also contains results of a survey of 31 students who were fairly knowledgeable about old Choctaw legends and superstitions but had few personal supernatural experiences. The final article discusses recent Choctaw economic development and housing trends and includes interviews with four employees of the Choctaw Housing Authority and a Choctaw-owned construction firm. Each report includes footnotes,



bibliography, and black and white photographs. (JHZ)

ED 257 623

RC 015 324

Donckers, Cathy

Nature and Education: Learning from the World around Us.

Pub Date—Apr 85

Note—175p.; Master of Arts in Human Development Project, Pacific Oaks College, Pasadena, CA.

Pub Type—Dissertations/Theses—Masters Theses (042)—Collected Works—General (020)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—\*Adventure Education, \*Educational Philosophy, Educational Practices, Educational Theories, Elementary Secondary Education, \*Environmental Education, Experiential Learning, Locus of Control, \*Naturalism, Naturalistic Observation, Outdoor Activities, \*Outdoor Education, Student Attitudes, \*Student Experience, Teacher Attitudes, Teacher Role

Identifiers—\*Man Nature Relationship, Nature

Our elementary secondary schools have hidden curricula which teach passivity, resistance to change, inflexibility, and submissive behavior in a world which is moving toward faster changes and heightened personal individuality. Class control with the teacher feeding information to the students like data to a computer can no longer be accepted as the governing principle of education. The child learns through interacting with the world; the teacher must see to it that the child has access to the experiences the child needs. Currently, nature is seen as something to improve upon and be separate from. Although this world has held a variety of values toward nature, we are now at a point where most of the experiences of children come from a man-made source. Outdoor education can be used to teach art, mathematics, physics, sociology, etc., with just a slight change of perspective. There are many settings in which the teacher can use direct experience as the child's source of learning. Adventure education, summer camp, and environmental education can provide learning as well as heightened self-image/respect and responsibility. Within the main body of the discussion are examples and activities associated with successful outdoor programs. Following the main discussion is a journal of the author's experience directing an outdoor education program. (PM)

ED 257 624

RC 015 325

Henderson, Karla A. Bialeschki, M. Deborah

Participant Observation as a Research Technique for Camping.

Pub Date—13 Mar 85

Note—11p.; Paper presented at the American Camping Association Convention (March 13, 1985, Atlanta, GA).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Bias, Camping, Data Collection, Ethnography, \*Evaluation Methods, Experiential Learning, \*Naturalistic Observation, \*Outdoor Education, \*Participant Observation, \*Research Methodology, Research Skills, Resident Camp Programs

Two participant observers evaluated the week-long camp experience of adult women in order to assess the appropriateness of participant observation research methods in the camp setting, to identify strengths and weaknesses of this method, and to develop guidelines for its use. The study was part of a larger evaluation of the 9th annual Women's Week sponsored by the Black Hawk Council of Girl Scouts in Wisconsin. Data recorded by the participant observers were systematically analyzed using qualitative procedures with the development of themes as the primary research outcome. The participant observer method was judged appropriate in the camp setting, allowing for description of complex social phenomena without disrupting camp activities. The naturalistic method provided a systematic way to look at camp phenomena, capture details, and generate ideas as data were being collected. Problems included the possibility of observer bias, the high level of skill needed to observe and record events, and the time required for data collection and analysis. Researchers and camp directors wishing to conduct this type of qualitative research should involve two observers to limit bias, use adequate sampling procedures, provide training for the observers, treat data collection and analysis activities as two separate functions, and treat conclusions

as working hypotheses. (JHZ)

## SE

ED 257 625

SE 045 461

Bloser, Patricia E. Ed. Helgeson, Stanley L., Ed. National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (58th, French Lick Springs, IN, April 15-18, 1985).

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—31 Dec 84

Contract—NIE-400-78-0004

Note—227p.; Document contains small, light type. Available from—SMEAC Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Flr., Columbus, OH 43212 (\$6.00).

Pub Type—Collected Works—Proceedings (021)—Information Analyses—ERIC Information Analysis Products (071)—Reports—Research (143) EDRS Price—MF01/PC10 Plus Postage.

Descriptors—\*Academic Achievement, \*Cognitive Processes, Concept Formation, Curriculum Development, Elementary Secondary Education, Higher Education, Microcomputers, Problem Solving, Research Methodology, \*Science Curriculum, \*Science Education, \*Science Instruction, Student Attitudes, \*Teacher Education

Identifiers—\*Science Education Research Abstracts of most of the papers presented at the 58th annual meeting of the National Association for Research in Science Teaching (NARST) have been collected in this publication. These papers related to such areas as: science curriculum development, design, and implementation; science test development; factors influencing student science achievement; achievement in college science, biology, and chemistry; science teacher education; aptitude treatment interaction studies; concept mapping; science concept formation; computer simulations; problem solving in science and in chemistry; student attitudes; logical thinking; meta analysis; formal thought; computer applications in science; and various research techniques. (JN)

ED 257 626

SE 045 463

Holliday, William G. McGuire, Barry L. S.

A Comprehensive Description of Research in Science Education—1983.

National Association for Research in Science Teaching.; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Pub Date—Dec 84

Note—137p.

Available from—SMEAC Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Flr., Columbus, OH 43212 (\$6.50).

Pub Type—Information Analyses (070)—Reports—Research (143)—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—\*Academic Achievement, \*Cognitive Development, College Science, Educational Research, Elementary School Science, Elementary Secondary Education, Higher Education, Learning, Literature Reviews, Science Curriculum, \*Science Education, \*Science Instruction, Secondary School Science, \*Teacher Education, \*Test Construction

Identifiers—\*Science Education Research

Presented is an annotated list of 422 science education research reports published during 1983. Provided with each entry is the title, author(s), source, annotation, and (when applicable) educational level. Also provided is the ED number for those items available from the Educational Document Reproduction Service (EDRS). The following types of research reports are included: (1) 116 articles published in the "Journal for Research in Science Teaching"; (2) 56 articles from other journals focusing on science education; (3) 121 papers presented at the 1983 annual meetings of the National Association for Research in Science Teaching (NARST) and American Educational Research Association (AERA); (4) 107 doctoral dissertations which ex-

plored research questions in science education; and (5) 22 reports prepared by such institutions as the National Science Foundation (NSF). Reports appearing in journals outside of science education, reports of local interest, and those not subject to some form of peer review are not included. All entries have also been indexed by author, subject, and category. Categories include: learning and instruction; curriculum; developmental studies; instrument development; science teacher education; foreign contributions to research in science education; and special topics. (JN)

ED 257 627

SE 045 491

Wagha, Michael L.

Proposed Directions for Research in Computer-Based Education.

Pub Date—85

Note—9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985). For related papers, see SE 045 773-774.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Computer Assisted Instruction, \*Computer Oriented Programs, Elementary Secondary Education, \*Instructional Design, \*Microcomputers, Problem Solving, \*Research Needs, Science Education, Student Attitudes

Identifiers—\*Computer Uses in Education

Several directions for potential research efforts in the field of computer-based education (CBE) are discussed. (For the purposes of this paper, CBE is defined as any use of computers to promote learning with no intended inference as to the specific nature or organization of the educational application under discussion.) Efforts should be directed at examining: (1) CBE effects on student achievement in all subject areas, focusing on such variables as mode of computer use (tutorial or simulation), nature of computer involvement (computer-assisted instruction or computer-managed instruction, substitute for or supplement to instruction), student characteristics, and design of instructional materials; (2) instructional design and motivational appeal of CBE materials and how they may influence student achievement and attitudes; (3) the relationship between instructional design of CAI and the sex and achievement of students; (4) CBE and the learning of science process skills and concepts; (5) effects of CBE experiences on reading and verbal communication skills; and (6) effects of LOGO and computer programming skills on logical thinking processes and problem-solving skills. It is suggested that these and other areas be examined soon in order to maximize the benefits and minimize the disappointments associated with the evolution of CBE. (JN)

ED 257 628

SE 045 564

Evaluation Report on Pilot Programs for Summer and After-School Instruction in Science and Mathematics as Reported by the State Board of Education. Submitted to the Governor, Lt. Governor and The Sixty-Ninth Legislature.

Texas Education Agency, Austin.

Pub Date—Jan 85

Note—28p.

Available from—Publications Distribution Office, Texas Education Agency, 201 East 11th St., Austin, TX 78701 (\$1.00).

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*After School Programs, Elementary Secondary Education, \*Mathematics Education, \*Mathematics Instruction, Motivation, Program Descriptions, \*Program Evaluation, \*Science Instruction, State Boards of Education, Student Attitudes, \*Summer Programs

This paper reports on the evaluation of six pilot programs conducted in four Texas school districts to provide summer and after-school instruction for 2,084 students. The programs are described in terms of commonalities—cost, morale, transportation; and differences or contrasts—scheduling, cost, student identification, program philosophy, methods of instruction. An overview of the six programs is given in tabular form, with additional information in an appendix. Strengths and weaknesses of each are then presented. Guidelines for evaluation are also discussed. Four of the programs were based on instruction in a laboratory or field studies setting; the others featured instruction in learning centers and classroom settings. Enrichment instruction was the

focus of five of the six programs, while the major emphasis of all six was on motivation and improving student attitudes toward the study of science and mathematics. In a brief conclusion, it is recommended that state funds be appropriated so that mathematics and science instructional improvement can become a reality in all school districts in Texas. (MNS)

ED 257 629

SE 045 565

Gray, Peter J.

Microcomputers: Spreadsheet Software, Evaluation Guides Series, Guide Number 9. Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—NIE-400-80-0105

Note—9p; Printed on colored paper.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computation, \*Computer Software,

\*Microcomputers, \*Reference Materials

Identifiers—Software Evaluation, \*Spreadsheets

In this brief guide, the use of microcomputer spreadsheet programs is discussed. Key characteristics are described, with examples of what these programs can do: calculations, recalculation, table lookup, data storage, logical decisions, and simple graphics. Advanced spreadsheet features are noted—consolidation, sort, and execute. Finally, selecting the right software is discussed. References are included. (MNS)

ED 257 630

SE 045 566

Chi, Michèle T. H. Glaser, Robert

Problem-Solving Ability.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED), Washington, DC; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No.—LRDC-1985/6

Pub Date—85

Contract—NR-157-430/12-19-80; ONR-N00014-79-C-0215

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cognitive Processes, Educational

Research, \*Instruction, Problem Sets, \*Problem

Solving, \*Psychological Studies, Puzzles

Two important factors that influence problem solving are the nature of the task and the kind of knowledge brought to the problem by the solver. After a consideration of the definition of a problem, puzzle problems are discussed, as are problem representation and general processes of solution. Also discussed is the question of solving problems that require domain knowledge, along with an examination of how structure knowledge facilitates problem solving. Finally, ill-defined problems are considered. References are included. (MNS)

ED 257 631

SE 045 567

Kalamitines, Spyros

Some New Ways of Proceeding in Problem Solving.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Report No.—LRDC-1985/2

Pub Date—85

Note—52p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Algebra, Computer Simulation,

\*Computer Software, Geometric Concepts,

\*Mathematics Instruction, \*Problem Solving,

Secondary Education, \*Secondary School Mathematics, \*Teaching Methods

Two methods for solving problems are presented, designed to help people overcome difficulties that often occur in the problem-solving process. One difficulty people have is in using their knowledge to reach the decisive solution idea. The proposed "method of description" for eliminating this difficulty is based on a directed enrichment of the problem space. It is presented both as it has been used with secondary school students and as a list of principles. A condensed computer program is also presented; the program automatically solves rather difficult problems by using this method in a small area of algebra and geometry. A second difficulty people have in following an alternative procedure to solve a problem is that they make circles around the

problem. The method of "getting out of loops," used to generate new approaches to the problem, is described. (Author/MNS)

ED 257 632

SE 045 568

Pedersen, Katherine And Others

Causal Models of Continuation in the Mathematics Study Sequence.

Pub Date—85

Note—31p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Research, Grade 8,

Grade 12, \*Mathematical Models, \*Mathematics

Achievement, Mathematics Curriculum, \*Parent

Participation, Secondary Education, \*Secondary

School Mathematics, \*Sex Differences, \*Spatial

Ability, Student Attitudes, Student Characteristics

Identifiers—\*Mathematics Education Research

The purpose of the study was to hypothesize and test a causal model of continuation in the mathematics study sequence. The causal model hypothesized (a) direct effects from parent attitudes and perceptions to student attitudes, spatial visualization skills, and mathematics achievement; and (b) direct effects from student attitudes, spatial visualization skills, and mathematics achievement to continuation in the mathematics study sequence. Stepwise regression analysis was used to trim the hypothesized causal model for each of males and females. The resulting reduced causal models were interpreted for consistency with previous research and were tested by the method of reproduction of correlation coefficients. Data were obtained from a longitudinal study of 457 students who participated as eighth graders and, again, as twelfth graders. (References, tables, and figures are appended.) (Author)

ED 257 633

SE 045 569

West, Jerry And Others

An Analysis of Course-Taking Patterns in Secondary Schools as Related to Student Characteristics.

High School and Beyond: A National Longitudinal Study for the 1980's.

Evaluation Technologies, Inc., Arlington, Va.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-85-206

Pub Date—Mar 85

Contract—NCES-300-83-0114

Note—135p.

Pub Type—Reports - Research (143) — Numerical/

Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Computer Science Education, \*Data

Analysis, Educational Research, Enrollment

Trends, \*Mathematics Education, \*Science Education,

Secondary Education, \*Student Characteristics, Surveys, \*Vocational Education

Identifiers—\*Course Taking Patterns, High School

and Beyond (NCES)

Responses to the problems of secondary school education must be predicated on reliable information on student participation in mathematics, science, computer science, vocational education, and general education. This analysis summarized 1981-1982 High School and Beyond student transcript data to identify course-taking patterns relative to each of the above subject areas. Moreover, responses to the First Follow-up Survey were used to identify characteristics of students exhibiting various course-taking patterns. Four distinct course-taking patterns were identified for science and mathematics students, and four others were identified for vocational education students. Student characteristics considered were socio-demographic attributes, school performance and experiences, and postsecondary plans and aspirations. Findings reported include the following: (1) less than 10 percent of the students had concentrated in mathematics or science in high school; (2) course-taking patterns in all subject areas were strongly related to socioeconomic status and to type of school attended; (3) grade averages and cognitive test scores differed significantly across the course-taking patterns of each subject area; and (4) in general, the immediate post-graduation plans of students were not related to course-taking patterns. (MNS)

ED 257 634

SE 045 570

Friedlander, Alex, Ed.

Honors Teachers Workshop of Middle Grade Mathematics Proceedings (East Lansing, Michigan, November 27-December 15, 1984).

Michigan State Univ., East Lansing. Dept. of Mathematics.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—85

Grant—NSF-DPE-8317063

Note—309p.

Pub Type—Guides - Classroom - Teacher (052) —

Collected Works - Proceedings (021)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Algebra, Elementary Secondary Education,

Geometric Concepts, \*Learning Activities,

Mathematics Curriculum, \*Mathematics Education,

\*Mathematics Instruction, \*Mathematics Teachers,

Microcomputers, Middle Schools, Number Concepts, \*Problem Solving,

Research Utilization, \*Resource Materials, Statistics,

Workshops

Identifiers—General Mathematics, \*Middle

Grades Mathematics Project

Twenty-five outstanding middle grade mathematics teachers were selected to participate in a three-week workshop presented by the Middle Grades Mathematics Project (MGMP) at Michigan State University. A major focus was on the development of leadership; the workshop involved guest speakers, field trips, and an intensive immersion in the MGMP curriculum materials. Following a brief introduction, a list of participants is provided. Eleven lectures are included in the first part of the publication: (1) Maximizing the Surface Area of Children's Comprehension (Masterson); (2) Logo and Middle School Math (Winter); (3) Spotlight on Problem Solving (Lester); (4) Improving General Mathematics (Lanier and Madsen-Nason); (5) Developmental Levels in Geometry (Mitchell); (6) The LES Instructional Model: Launch-Explore-Summarize (Shroyer); (7) Problem Solving in the Transition from Arithmetic to Algebra (Lampert); (8) Research on Similarity and Proportional Reasoning (Friedlander); (9) Motivating Algebra Through Problem Solving (Phillips); (10) "Problems" (Wagner); and (11) A Suggested Outline for a Course in Teaching and Learning Probability and Statistics (Shaughnessy). Part 2 presents Avital's test of 20 historical problems, with solutions developed by the teachers. The third part focuses on an evaluation of the workshop. Finally, miscellaneous information is provided, and appendices contain evaluation forms and data, plus selection procedures. (MNS)

ED 257 635

SE 045 571

Wachsmuth, Ipke

Logical Analysis of Cognitive Organizational

Structures. Part A: The LAKOS Project. Part B:

A Computer Model of Student Performance.

Pub Date—Mar 85

Note—46p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Part B also presented at the Annual Meeting of the Research Council for Diagnostic and Prescriptive Mathematics (Austin, TX, April 13-15, 1985).

Pub Type—Reports - Research (143) — Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Artificial Intelligence, \*Cognitive

Processes, \*Computer Simulation, Educational

Research, Elementary Education, \*Elementary

School Mathematics, \*Interviews, \*Mathematical

Models, \*Mathematics Instruction, Problem

Solving, Rational Numbers

Identifiers—\*Mathematics Education Research

Some diverse fields in which the effects of mental representations have been noticed are first discussed, largely through illustrations of differing problem-solving experiences. Then the LAKOS Project (Logical Analysis of Cognitive Organizational Structures) at the University of Osnabrück is described. A central concern is the specification of a model of the representation and organization of knowledge in memory. A primary goal is to describe the cognitive structures of individuals so precisely that a machine can be made to simulate aspects of their behavior. In the remainder of Part A of this paper, two cases of inconsistent student behavior in rational number learning are documented. Details from interviews are included, followed by comments. In Part B, a computer model of the mental organization of knowledge is presented which was conceptualized to understand in detail some crucial

aspects of cognitive functioning and of the origins of suboptimal behavior. A tentative conclusion based on the interviews and model is then projected. (MNS)

ED 257 636 SE 045 372

Swadener, Marc, Ed.  
The Place of Technology in the Teaching of School Mathematics.

Colorado Council of Teachers of Mathematics, Boulder.

Pub Date—May 85

Note—52p.

Journal Cit—Colorado Mathematics Teacher; v17 n4 May 1985

Pub Type—Journal Articles (080) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Computers, Conference Papers, \*Educational Change, Elementary Secondary Education, \*Mathematics Curriculum, \*Mathematics Education, \*Mathematics Instruction, \*Microcomputers, Technological Advancement  
This issue of the journal of the Colorado Council of Teachers of Mathematics focuses on the role of technology in particular, computers in teaching mathematics, with overall philosophical issues of technology in education considered as well. Fourteen articles deal with the topics of: (1) Computers in American Schools: Philosophical and Political Issues; (2) Computers in the Schools—Boon or Boondoggle? (3) The Place of Computers in Teaching; (4) The Place of Technology in the Teaching of School Mathematics; (5) Opportunity is Knocking—Will We Respond? (6) School Mathematics and the Promise of Computing; (7) The Impact of Technology on the School Mathematics Curriculum; (8) A Systems View of Technology in the Teaching of School Mathematics; (9) Computer Science vs. Mathematics; (10) Using the Computer to Deliver Instruction in Mathematics; (11) Two Teachers for Sister Sarah; (12) Technology in the Teaching of Elementary School Mathematics; (13) Cherry Creek Equals in Computers: A Model for Staff Development; and (14) One Case Where the Computer Provides an Unquestioned Advantage. A report of a conference on the impact of computing technology is also reprinted. (MNS)

ED 257 637 SE 045 373

Jones, Lyle V.  
Black-White Differences in Mathematics: Some New Research Findings.

Pub Date—85

Note—13p. Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Black Students, Educational Research, \*Enrollment Trends, High Schools, \*Mathematics Achievement, Prediction, \*Racial Differences, \*Secondary School Mathematics Identifiers—\*Course Taking Patterns, \*Mathematics Education Research

Is the effect of mathematics course-taking on test scores the same or different for black males, black females, white males, and white females? To answer this question, the regression results for 9700 members of the 1980 high school sophomore cohort from the High School and Beyond study were analyzed. It was concluded that: (1) for all students, a sizeable contribution to mathematics test scores beyond that predicted from earlier performance is associated with four or five high school credits in advanced mathematics, or with three credits, one of which is calculus; and (2) the relation between observed and predicted mathematics test scores is essentially the same for black males, black females, white males, and white females. Mean differences among these groups in senior-year mathematics test scores can be fully explained jointly by: (a) disproportionate representation at the several levels of mathematics course-taking; and (b) group differences that already were evident in the sophomore year. (MNS)

ED 257 638 SE 045 374

Mathematics Content List, Grades K-8 (Abridged).  
Turning the Tide. An Agenda for Excellence in Pennsylvania Public Schools.

Pennsylvania State Dept. of Education, Harrisburg. Commonwealth Inst. for the Improvement of Science and Mathematics Education.

Pub Date—June 84

Note—35p.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computation, Curriculum Development, Elementary Education, \*Elementary School Mathematics, Geometric Concepts, \*Mathematical Concepts, Mathematics Curriculum, Mathematics Instruction, \*Mathematics Skills, Measurement, Number Concepts, \*Reference Materials, Set Theory  
Identifiers—\*Pennsylvania

A comprehensive list of concepts and skills for mathematics in kindergarten through grade 8 is provided. The 350 items have been logically organized and sequenced under five major topics: (1) number systems; (2) sets; (3) geometry; (4) measurement; and (5) other mathematical topics. Concepts that are related are cross-referenced by the assigned computer code. The document is a basic reference tool which can be used in developing and evaluating mathematics curricula. (MNS)

ED 257 639 SE 045 375

Advisory Listing of Microcomputer Programs Correlated to Grades 1-8 BSAP Objectives.

South Carolina State Dept. of Education, Columbia.

Pub Date—May 84

Note—47p.; Developed by the Microcomputer Math Advisory Committee. Cover page title: Math Software BSAP Correlation, Grades 1-8. For the language arts BSAP correlation, see ED 253 887.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Software, \*Elementary School Mathematics, Elementary Secondary Education, \*Mathematics Instruction, \*Microcomputers, Objectives, \*Resource Materials  
Identifiers—\*South Carolina

This publication lists microcomputer software for teaching Basic Skills Assessment Program (BSAP) objectives in mathematics for grades 1 through 8 in South Carolina. Software reviews were examined and 63 programs that had been given good reviews were chosen for inclusion. The software programs were then correlated and coded to the mathematics objectives for concepts, operations, measurement, geometry, and problem-solving. For each program, title, producer, copyright date, current price, system requirements, grade level, group size, instructional mode, and objective are noted. Also included in the publication are the mathematics objectives with suggested measurement strategies, a reprint of the National Council of Teachers of Mathematics guide to the evaluation of instructional software, and addresses of software producers. (MNS)

ED 257 640 SE 045 376

Verhille, Charles, Ed.  
Proceedings of the 1984 Annual Meeting of the Canadian Mathematics Education Study Group

(8th, Waterloo, Ontario, June 2-6, 1984).

Canadian Mathematics Education Study Group.

Pub Date—Nov 84

Note—91p.; Portions may be marginally legible due to small print. For earlier proceedings, see ED 188 872, ED 204 120, ED 234 988-989, and ED 243 653.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Algebra, Computers, Course Descriptions, Elementary Secondary Education, \*Mathematics Curriculum, \*Mathematics Education, \*Mathematics Instruction, \*Microcomputers, Research Utilization  
Identifiers—\*Canada

Papers from the eighth annual meeting of the Canadian Mathematics Education Study Group are presented, beginning with a lecture by Alan Bishop on "The Social Construction of Meaning—A Significant Development for Mathematics Education." Also included are reports of four working groups: "LOGO and the Mathematics Curriculum" (Dale Burnett and William Higginson); "The Impact of Research and Technology on School Algebra Curricula" (Carolyn Kieran and Thomas Kieren); "Epistemology and Mathematics" (Maurice Belanger and David Wheeler); and "Visual Thinking in Mathematics" (Tony Thompson and John Mason). A panel of speakers (David Alexander, Michael Silbert, Dale Drost, and Claude Gaulin) discussed the general trends of current curriculum reforms in school systems in three Canadian provinces. The

discussion of a second panel (Peter Taylor, John Poland, and Keith Geddes) on the impact of computers on undergraduate mathematics is briefly summarized. Subjects included conclusions of a report based on earlier Study Group discussions, a college's commitment to the use of computers in first-year courses, and the use of software for the exact manipulation of matrices and functions. A digest of a paper by George Davis, "A Microcomputer for Every Student," is appended. Also included are accounts of two courses with a historical flavor: "Famous Problems in Mathematics: An Outline of a Course" by Israel Kleiner and "Intellectual Respectability—A Historical Approach" by Abe Schenitzer. A list of participants concludes the document. (MNS)

ED 257 641 SE 045 377

Anglemyer, Mary, Comp. Seagraves, Eleanor R., Comp.

The Natural Environment: An Annotated Bibliography on Attitudes and Values.

Report No.—ISBN-0-87474-220-X

Pub Date—84

Note—268p.; Sponsored by Global Tomorrow Coalition, Washington, DC.

Available from—Smithsonian Institution Press, P.O. Box 1579, Washington, DC 20013 (\$25.00 each).

Pub Type—Books (010) — Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—\*Attitudes, Citizen Participation, Conservation (Environment), Decision Making, Ecology, Economic Development, Economics, Endangered Species, Energy, \*Environmental Education, \*Ethics, \*Natural Resources, Philosophy, \*Physical Environment, Politics, Religion, \*Values

Presented in this annotated bibliography are 857 entries which deal with ethics, attitudes, and values and the relationship of these topics to the natural environment. The entries (numbered consecutively throughout the book) are arranged by these categories and subcategories: (1) comprehensive-general, decision-making, planning, and population; (2) civilization-general, environmental design, future, humanities (art and literature), life styles, Native Americans, science and technology, and social science; (3) conservation-general, parks, wilderness, and wildlife; (4) ecology-general, coastal zones, endangered species, and land use; (5) economics-general, business and industry, economic growth, labor, and pollution; (6) education; (7) energy; (8) natural resources-general, agriculture, forests, hunting, trapping and fishing, marine animals, and water (general, oceans, and rivers); (9) philosophy and religion-philosophy, animal rights, and religion; and (10) politics and government-general, citizen participation, economic development, international relations, law and war. A detailed subject index is also included. Book entries provide author and/or editor, title, place, publisher, date, and number of pages and volumes. Entries for journal articles supply author and title, journal title, volume and issue number, date and inclusive paging. Journal sources are noted when applicable. (JN)

ED 257 642 SE 045 378

Vanfosse, Beth E. And Others  
Curriculum Tracking: Correlates and Consequences.

Spons Agency—National Science Foundation,

Washington, D.C.

Pub Date—Mar 85

Grant—SES-8310687

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Educational Research, \*Grouping (Instructional Purpose), Mathematics Curriculum, Science Curriculum, Secondary Education, \*Secondary School Mathematics, \*Secondary School Science, \*Social Influences, \*Student Characteristics  
Identifiers—Mathematics Education Research, Science Education Research

Empirical findings concerning the consequences of curriculum tracking are presented. The relationship of curriculum tracking to changes in cognitive performance over a 2-year period among 3932 high school students is examined, using multiple regres-



sion analysis. The results show that curriculum placement is related to courses taken, and through that, cognitive performance in mathematics and science. It is an effect which is independent of the effects of prior ability, educational expectations, and social class. However, there is no evidence that learning is facilitated by the segregation of students by curriculum placement per se, apart from the impact of differential course-taking. Curriculum tracking also is related to changes in the level of educational and occupational aspirations, satisfaction with school, friendship patterns, and classroom experiences. A view of the school as a social institution which accentuates small initial student achievement differences deriving from social class background through the processes of organizational selection is supported. (Author)

**ED 257 643** SE 045 579  
Reyes, Laurie Hart. Stanic, George M. A.  
A Review of the Literature on Blacks and Mathematics.

Pub Date—Apr 85

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Information Analyses (070) — Reports — Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Black Students, Classroom Techniques, Educational Research, Literature Reviews, \*Mathematics Achievement, \*Mathematics Education, Research Methodology, \*Sex Differences, \*Socioeconomic Influences, Student Attitudes, Teacher Attitudes

Identifiers—\*Mathematics Education Research  
The paper is based on the assumption that race-related differences in mathematics achievement cannot be understood adequately without also considering the factors of social class and gender. A model to explain group differences in mathematics achievement is presented; it serves as a framework for the literature review. The model considers relationships among teacher attitudes, societal influences, school mathematics curricula, classroom processes, student achievement, student attitudes, and student achievement-related behaviors. The discussion cites a number of studies to provide evidence on and explore interpretations of each factor. The conclusion provides a summary of the research, plus a discussion of varying research traditions. An extensive list of references is included. (MNS)

**ED 257 644** SE 045 740  
Computer Literacy Course of Study.  
Deer Park Community Schools, Cincinnati, OH.  
Dept. of Media Services.

Pub Date—Feb 85

Note—23p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Computer Literacy, \*Computers, \*Course Descriptions, Elementary Secondary Education, Evaluation, \*Microcomputers, Programming

This course of study was designed to provide an instructional staff with a systematic plan of instruction to develop computer literacy. The introductory statements include the position that females as well as males must be encouraged to work with computers. Ten computer literacy goals are listed, followed by the scope and sequence section in which specific objectives are given and the grade levels in which each is to be introduced, reviewed, expanded, and applied are identified. An evaluation statement is also included. (MNS)

**ED 257 645** SE 045 741  
Spadafora, Thomas Jeffrey  
Application of Computer Software to the Idaho Proficiency Math Test Competencies. A Unit of Study.

Pub Date—14 Apr 85

Note—43p.; Master of Arts/Science in Education Project, Boise State University.

Pub Type—Guides - Classroom - Teacher (052) — Dissertations/Theses - Masters Theses (042)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Computer Assisted Instruction, \*Computer Software, Elementary School Mathematics, Masters Theses, \*Mathematics Instruction, \*Microcomputers, \*Minimum Competencies, Quantitative Tests, \*Remedial Instruction, Secondary Education, \*Secondary

School Mathematics

Identifiers—\*Idaho

The history of competency testing and legal issues related to it are reviewed briefly in light of the responsibility of school districts for providing remediation programs for students who have failed the test. The mathematics competencies of the state of Idaho are identified and keyed to four sets of readily available, secondary level Apple compatible software packages. These packages have been analyzed for flexibility and ease in student/teacher use. Several programs for implementation of computer assisted instruction (CAI) in remediation are suggested with guidelines for administrators in selecting from available options and for teachers in using the program for remediation purposes. (Author)

**ED 257 646** SE 045 742  
Science and Engineering Personnel: A National Overview. Surveys of Science Resources Series.  
National Science Foundation, Washington, D.C.  
Div. of Science Resources Studies.

Report No.—NSF-85-302

Pub Date—85

Note—239p.; For 1982 report see ED 225 848.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—Degrees (Academic), Elementary Secondary Education, \*Employment Patterns, \*Employment Statistics, Engineering, Engineering Education, \*Engineers, Enrollment, Females, Higher Education, \*Labor Market, \*Labor Supply, Mathematics Education, Minority Groups, Science Education, Sciences, \*Scientists

Identifiers—National Science Foundation  
This is the third in a biennial series of reports designed to furnish a comprehensive overview of the status of United States scientific and technological efforts as they relate to the employment and other characteristics of science and engineering (S/E) personnel. Chapter I discusses the utilization patterns of scientists and engineers, examining current employment and trends, the character of science and technology activities (from industrial, academic and federal government perspectives), and women, racial minorities, Hispanics, and the physically handicapped in S/E. Chapter II examines labor market indicators, focusing on labor force participation, unemployment rates, S/E employment rates, S/E underemployment rates, S/E underutilization rates, salary trends, and other indicators. Chapter III examines the dynamics of S/E labor markets. Areas considered include precollege science and mathematics education (focusing on achievement levels and coursetaking habits which may influence students' decisions to enter S/E careers), postsecondary science and mathematics education, and sources of flow in the S/E market (including projected supply/demand conditions). Also included are highlights of major findings and (in an appendix) 35 tables which provide a comprehensive summary of data on S/E personnel. (JN)

**ED 257 647** SE 045 743  
Hines, Jody M. Ed.  
Recent Graduate Works and Programs in Environmental Education and Communications. Volume VII.

North American Association for Environmental Education, Troy, OH.

Pub Date—Dec 84

Note—73p.; For earlier volumes in this series, see ED 180 779, ED 191 655, ED 201 506, ED 223 431, and ED 244 790. Abstracts contain small print.

Available from—North American Association for Environmental Education, P.O. Box 400, Troy, OH 45373 (\$5.00 members, \$6.00 non-members).

Pub Type—Reports - Research (143) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Communication (Thought Transfer), \*Doctoral Dissertations, Elementary Secondary Education, \*Environmental Education, \*Graduate Study, Higher Education, Mass Media, \*Masters Theses, Media Research, Nonformal Education, Outdoor Education, Parks, \*Program Descriptions, Site Analysis, Teacher Education  
Identifiers—\*Environmental Communications, \*Environmental Education Research, Interpretation (Environmental)

Compiled are 35 abstracts of recent master's and doctoral theses and major project research works in environmental education and communications.

Most of the citations included describe work completed in the 1983-84 academic year. Abstracts are organized into seven topic areas: (1) site analysis-descriptions and development plans for areas to be used for environmental education; (2) parks and camps (users and interpreters)-studies dealing with park and camp programs, especially user characteristics and interpretive techniques; (3) media communications-examinations of the effectiveness of various forms of media; (4) pupil-centered studies-research dealing with student characteristics; (5) teacher-centered studies-research on teacher and interpreter training, attitudes, and behavior; (6) citizen-centered studies-research on attitudes, values, and involvement of citizens in environmental education; and (7) studies dealing with environmental education policy, administration, and philosophy, as well as some experimental studies which cannot be included in the other categories. Title, author, and institutional source are provided for each abstract. An index to entries in previous volumes and an alphabetical list by state of institutions offering graduate programs in environmental education and communications are also provided, as is a list of such institutions in Canada. Each entry includes a brief description of the program and, when applicable, the degree(s) offered. (JN)

**ED 257 648** SE 045 744  
Thompson, John C., Jr. Gasteiger, Edgar L.  
Environmental Attitude Survey of University Students 1971 vs. 1981.

Pub Date—[85]

Note—56p.; Research was supported by funds from the Cornell Division of Biological Sciences, Cornell Institute for Social and Economic Research, and Office of Sponsored Programs.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Attitude Change, College Students, Comparative Analysis, Electrical Appliances, \*Energy, \*Environmental Education, Food, Geographic Regions, Higher Education, Income, Physical Environment, Political Affiliation, \*Recreation, Sex, \*Student Attitudes, \*Transportation  
Identifiers—\*Environmental Attitudes, Environmental Education Research

An attitudinal survey that contrasted student perceptions on environmental/energy questions during the decade of intense concern for these issues was conducted at Cornell University in 1971 and 1981 (3,414 and 3,867 students were sampled, respectively). The survey was designed to measure changes in attitude toward 35 specific items in five major categories (food-stuffs, household items, transportation, personal items, and recreation). Significant differences were observed between the two surveys with most of the differences associated with political leanings, income, sex, and geographic background. The changes were in the direction of a more materialistic life style with less consideration for environmental/energy issues and concerns. (The questionnaire used in the survey is included in an appendix). (Author/JN)

**ED 257 649** SE 045 745  
Alexander, Susan, Ed.  
Bibliography of Nuclear Education Resources.  
Educators for Social Responsibility, Cambridge, MA.

Pub Date—84

Note—69p.

Available from—Educators for Social Responsibility, 23 Garden St., Cambridge, MA 02138 (\$4.00).

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Books, \*Disarmament, Elementary Secondary Education, Global Approach, Higher Education, Newsletters, \*Nuclear Energy, \*Nuclear Warfare, Religious Factors, \*Resource Materials, Science Education, Social Studies, World Problems

Identifiers—Nuclear Freeze

Provided in this bibliography is a listing of nuclear education books and resource materials. Entries (most of which are annotated) are presented under these headings: action; arms control and negotiations; arms race; the arts; atomic energy; atomic testing; bibliographies; civil defense; conference proceedings; conflict solving; conversion; curricula; defense spending; defense; disarmament; economic aspects; education; effects of nuclear explosions;

ethics (moral/philosophical) aspects; foreign policy; the freeze; global education; Hiroshima and Nagasaki; journals (including those with articles or theme issues on nuclear topics); miscellaneous; national security; negotiations; newsletters; nonviolence; nuclear accidents; nuclear weapons; peace education; proliferation; psycho-social effects of the nuclear threat (on adults and on children); radiation; religious aspects; science and responsibility; simulations; socio-economic aspects; the Soviets; space weapons; survival; and war. Each entry includes title, source, and when applicable, description and current cost. An addendum with additional references (listed by topic area) and a subject index are included. (JN)

**ED 257 650** SE 045 746

**Academic Science/Engineering: Scientists and Engineers, January 1984. Surveys of Science Resources Series. Detailed Statistical Tables.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-85-316

Pub Date—85

Note—116p; For the 1982 and 1983 surveys, see ED 232 854 and ED 245 908.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Black Colleges, College Faculty, \*Employment Patterns, Employment Statistics, Engineering, \*Engineers, \*Full Time Faculty, Higher Education, Mathematicians, National Surveys, \*Part Time Faculty, Psychologists, \*Sciences, \*Scientists, Sex Differences, Social Scientists, Women Faculty

Identifiers—National Science Foundation

Data on the characteristics of scientists and engineers employed by higher education institutions and university-administered federally funded research and development institutions are presented. These data, derived from the National Science Foundation (NSF) 1984 Survey of Scientific and Engineering Personnel Employed at Universities and Colleges, are presented in 78 tables under these headings: (1) trends; (2) sex; (3) institutional control and full-time equivalents; (4) type of institution; (5) historically black colleges; (6) geographic distribution; (7) institutional rankings; (8) the top 100 doctorate-granting institutions; (9) institutional rankings by sex and type of employment; and (10) institutional categories. Data within these categories are broken down, when applicable, by sex, science and engineering field, full-time and part-time employment equivalent, status, and other variables. Sixteen summary tables are also presented, providing data by type of public or private doctorate, master's, or bachelor's-granting institution for the various science and engineering fields. A sample questionnaire, instructions, and related materials are appended. (The data in this report reflect NSF's conversion in 1984 of a full universe survey into a sample survey of institutions of higher education.) (JN)

**ED 257 651** SE 045 747

**Helm, Paul Woolf, Bob**

**Appropriate Technology for Alaskans: An Elective Course for High School Students. Part I.**

Alaska State Dept. of Community and Regional Affairs, Juneau; Alaska State Dept. of Education, Juneau.

Spons Agency—Department of Energy, Washington, D.C.

Pub Date—[85]

Grant—DE-FG51-81R00680

Note—309p; Printed on colored paper. Captions of illustrations contain small, marginally legible print.

Available from—Alaska Dept. of Education, Vocational Materials Library, Pouch F, Juneau, AK 99811.

Pub Type—Guides - Classroom - Learner (051) — Historical Materials (060)

**EDRS Price - MF01/PC13 Plus Postage.**

Descriptors—Automation, \*Energy, Energy Education, Environmental Education, Futures (of Society), High Schools, \*History, \*Industrialization, Industry, Science Education, \*Technological Advancement, Technological Literacy, \*Technology Identifiers—\*Alaska, \*Appropriate Technology, Industrial Revolution

This course on appropriate technology is designed for use by individual high school students, small groups of students, or for classroom instruction.

Course goals include developing a broad understanding of human technologies, examining the history of technology, reviewing and assessing various applications of appropriate technology, and discussing the effects of technologies on the past, present, and future of Alaska. The course consists of two chapters. The first chapter includes three lessons which focus on the historical beginnings of appropriate technology and the need for this technology in rich countries as well as in Alaska. The second chapter consists of 11 lessons which consider various aspects of the history of human technologies. Topic areas explored include agriculture, the birth of science, revolutions in energy, the growth of industry and trading, the industrial revolution, changes in society due to the industrial revolution, automation, the military industry, and the development of technology in Alaska. Lessons, which contain numerous illustrations, include reading material and (when applicable) a worksheet with cognitive and/or attitude questions for students to complete. (JN)

**ED 257 652** SE 045 748

**Economic Security Act. Public Law 98-377.**

Congress of the U.S., Washington, D.C. Report No.—98-Stat-1267; PL-98-377

Pub Date—84

Note—39p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Asbestos, \*Educational Improvement, Elementary Secondary Education, Engineering Education, \*Federal Aid, \*Federal Legislation, Federal Programs, Financial Support, Higher Education, Magnet Schools, \*Mathematics Education, School Business Relationship, \*Science Education, Science Programs

Identifiers—\*Education for Economic Security Act 1984, \*National Science Foundation

This document is the complete text of Public Law 98-377 ("Education for Economic Security Act") which is designed to: (1) provide assistance to improve elementary, secondary, and postsecondary education in mathematics and science; (2) provide a national policy for engineering, technical, and scientific personnel; (3) provide cost sharing by the private sector in training such personnel; (4) encourage creation of new engineering, technical, and scientific jobs; and (5) address other issues and concerns. The act includes eight titles: Title I—National Science Foundation Mathematics and Science Programs; Title II—Education for Economic Security; Title III—National Science Foundation Program for Partnerships in Education for Mathematics, Science, and Engineering; Title IV—Presidential Awards for Teaching Excellence in Mathematics and Science; Title V—Asbestos School Hazard Abatement; Title VI—Excellence in Education Program; Title VII—Magnet School Assistance; and Title VIII—The Equal Access Act. (JN)

**ED 257 653** SE 045 749

**Snyder, Marilyn N., Ed. Kasten, Margaret L., Ed. Investigations in Mathematics Education. Volume 18, Number 1.**

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—85

Note—74p.

Available from—SMEAC Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription \$8.00, \$2.75 single copy).

Journal Cit—Investigations in Mathematics Education; v18 n1 Win 1985

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022) — Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Cognitive Development, \*Cognitive Processes, Concept Formation, Educational Games, Elementary Secondary Education, Higher Education, \*Mathematics Achievement, \*Mathematics Anxiety, \*Mathematics Education, \*Mathematics Instruction, Problem Solving, Sex Differences, \*Student Attitudes, \*Teaching Methods, Tutorial Programs

Identifiers—\*Mathematics Education Research, Scholastic Aptitude Test

This issue of "Investigations in Mathematics Education" contains: (1) 12 abstracts of research studies in mathematics education; (2) a list (by EJ number) of mathematics education research studies reported in the July-to-December 1984 issues of "Current Index to Journals in Education" (CIJE); and (3) a list (by ED number) of mathematics education research studies reported in the July-to-December 1984 issues of "Resources in Education" (RIE). The studies abstracted focus on: order and equivalence of rational numbers; relation between cognitions and performance of mathematics anxious students; effects of an instructional systems approach on the concept attainment of sixth-grade Anglo and Hispanic students; use of manipulatives and games in elementary school classrooms; mathematical attitudinal data on eighth-grade Japanese students measured by a semantic differential; performance using drawn, verbal, and telegraphic story problem formats; sex differences in quantitative scholastic aptitude test (SAT) performance; variations in state SAT performance; effectiveness of a cross-age tutoring program in mathematics for elementary school children; solving textbook word problems; the effects of combining cooperative learning and individualized instruction on student mathematics achievement, attitudes, and behaviors; and inducing cognitive growth in concrete operational college students. (JN)

**ED 257 654** SE 045 750

**Fells, Timothy H. Voss, Burton**

**The Ability of High School Chemistry Students to Solve Computational Problems Requiring Proportional Reasoning as Affected by Item In-Task Variables.**

Pub Date—[85]

Note—29p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Abstract Reasoning, Academic Achievement, \*Chemistry, \*Cognitive Development, \*Computation, Developmental Stages, Field Dependence Independence, High Schools, \*Problem Solving, Science Education, \*Secondary School Science, \*Sex Differences

Identifiers—Science Education Research

This research study was conducted to investigate the relationship of specific student aptitudes with their ability to solve chemistry problems of varying structure and information. Fourteen classroom quizzes were validated and a number of in-task variables were identified for analysis. These variables included: the nature of information given (implicit or explicit); the type of information provided in the questions (relevant or irrelevant); the algebraic format required to solve the problems; and the ability/inability to demonstrate reversibility, negation, and reciprocity. Results (based on responses of 77 high school chemistry students) indicate: (1) that field independent students were significantly better at solving proportional reasoning problems containing relevant and irrelevant information and/or implicit information than field dependent students; (2) that the degree of formal reasoning and proportional reasoning were significantly correlated with success in chemistry, independent of item in-task conditions; (3) a significant difference between the sexes favoring males on the ability to solve proportional reasoning problems; and (4) no significant interactions between sex and chemistry achievement. (Author/JN)

**ED 257 655** SE 045 751

**Spade, Joan Z. And Others**

**Effective Schools: Characteristics of Schools Which Predict Mathematics and Science Performance.**

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—85

Grant—NSF-SES-8310687

Note—39p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Ability Grouping, Academic Ability, \*Academic Achievement, High Schools, \*Institutional Characteristics, \*Mathematics

Achievement, Mathematics Education, Performance Factors, Science Education, \*Secondary School Mathematics, \*Secondary School Science Identifiers—High School and Beyond (NCES), \*Mathematics Education Research, \*National Science Foundation, Science Education Research Literature on school effects is inconclusive regarding which characteristics of schools are important to study. The research reported in this paper, which explores the effects of schools on mathematics and science performance, alters prior models in two ways. First, the schools are examined in terms of the school context, that is, whether the student body is predominantly of high ability or low ability. Second, differential effects upon individual students of different ability levels are also considered. Empirical analyses using the High School and Beyond data find that schools do influence mathematics and science performance, primarily through their influence upon the taking of mathematics and science courses. Of particular importance are the curricular organization created by the school and the academic encouragement given to the student. Furthermore, these effects of schools are clearer when the context of the school and the relationship of the student to the school environment are considered. (Author)

ED 257 656 SE 045 752

Wainwright, Camille L.

The Effectiveness of a Computer-Assisted Instruction Package in Supplementing Teaching of Selected Concepts in High School Chemistry: Writing Formulas and Balancing Chemical Equations.

Pub Date—16 Apr 85

Note—36p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Chemistry, Cognitive Development, \*Computer Assisted Instruction, Computer Software, Developmental Stages, High Schools, Science Education, \*Science Instruction, \*Secondary School Science, Sex Differences, \*Student Attitudes

Identifiers—Science Education Research

Four classes of high school chemistry students (N=108) were randomly assigned to experimental and control groups to investigate the effectiveness of a computer assisted instruction (CAI) package during a unit on writing/naming of chemical formulas and balancing equations. Students in the experimental group received drill, review, and reinforcement using the microcomputer while students in the control group used conventional paper-and-pencil worksheets for their lessons. Findings show: (1) that the use of the microcomputer materials did not contribute to more effective learning (the control group's scores were significantly higher on an achievement test than the CAI group mean); (2) that there were no significant interactions favoring either CAI or control activity for students of differing cognitive levels (as measured by Lawson's Classroom Test of Formal Operations); (3) that females displayed attitudes toward computers that were nearly identical regardless of treatment; that males' attitudes were far more favorable toward computers in the CAI group (especially favorable were males' attitudes toward the use of CAI in chemistry instruction); and (4) that females' attitudes toward chemistry were more favorable in the control group while males' attitudes toward chemistry were essentially the same between experimental and control groups. The attitude survey used in the study, along with an analysis of student errors and a bibliography, are appended. (Author/JN)

ED 257 657 SE 045 753

Scherz, Zahara And Others

Attitudes of University Candidates Towards Learning Activities Aimed at Preparation for Science Studies.

Pub Date—85

Note—24p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985). Study sponsored by the Chief Scientist, Ministry of Education and Culture.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*College

Science, Foreign Countries, Higher Education, Learning Activities, \*Learning Strategies, \*Performance Factors, \*Remedial Programs, Science Education, Self Concept, Skill Development, \*Student Attitudes

Identifiers—\*Israel, Science Education Research Students' attitudes, expectations, and opinions about a desirable preparatory preacademic program were investigated before and after 1 year of science studies in the Preacademic School (PAS) of the Hebrew University. A questionnaire was pre- and post-administered to 150 PAS students (70 percent of whom were classified as academically disadvantaged according to socioeconomic criteria) during the years 1978-1980. The questionnaire included items which asked students to give reasons for enrolling in the PAS, rank order six PAS goals and their goals for university studies, indicate their perceptions of factors influencing their success in future university studies, and express opinions about the importance of different learning activities; it also asked them to rate their performance and perceived abilities regarding various learning activities in science. Two findings noted are that prospective science students expect learning activities to play an important role beyond that of merely subject matter teaching, and that these learning skills (such as scientific reading and essay writing) have a greater influence on future success in university studies than such factors as hard work or talent. Based on these and other findings it was concluded that learning skills should play an important role in remedial programs for disadvantaged students. (JN)

ED 257 658 SE 045 754

Brown, Rose Marie

A Determination of Attitudes toward Mathematics and an Analysis of Factors Which are Associated with Negative Attitudes toward Mathematics of Students at an Urban Community College: A Descriptive Study.

Pub Date—79

Note—144p; Ph.D. Dissertation, Heed University. Pub Type—Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*College Mathematics, Community Colleges, Higher Education, Mathematics, \*Mathematics Achievement, \*Mathematics Anxiety, Mathematics Education, \*Personality Traits, \*Sex Differences, \*Student Attitudes, Student Characteristics, Two Year College Students

Identifiers—\*Mathematics Education Research Students enrolled in four classes in mathematics at a predominantly black, urban community college were subjects of a research study designed to identify their attitudes toward mathematics, test these attitudes with various correlates, identify possible factors responsible for developing negative attitudes toward mathematics, and make recommendations for methods of improving attitudes toward mathematics. Statistically significant correlations were found to exist between male/female attitudes toward mathematics. Statistically significant results were also found between attitudes toward mathematics and mathematics anxiety, attitudes toward mathematics and personality, personality characteristics for females, and attitudes toward mathematics and dominance for males. No statistical significance was found between attitudes toward mathematics and mathematics achievement. It can be concluded that: (1) students with negative attitudes toward mathematics possess unique anxieties toward mathematics; (2) females possess more negative attitudes toward mathematics than males; (3) females with negative attitudes toward mathematics (more so than males) possess definite personality characteristics; (4) attitudes toward mathematics do not influence achievement; and (5) attitudes toward mathematics were influenced to a great extent by teacher attitudes. One recommendation offered is that teacher education programs offer courses dealing with attitudes toward subject matter courses. (Author/JN)

ED 257 659 SE 045 755

Tinker, Robert F.

Science and Mathematics Software Opportunities and Needs (SAMSON) Project. Final Report. Technical Education Research Center, Cambridge, Mass.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Aug 84

Contract—400-82-0022

Note—167p; For the related executive summary,

see ED 241 320. Appendix C contains marginally legible print.

Pub Type—Reports - Research (143) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Computer Software, Courseware, Elementary Secondary Education, Higher Education, Instructional Material Evaluation, \*Material Development, Mathematics Education, \*Mathematics Instruction, \*Microcomputers, Science Education, \*Science Instruction, \*Teacher Education

Identifiers—Mathematics Education Research, Science Education Research, \*Software Evaluation

This study analyzed the extent to which opportunities created by computer technology addresses the needs in school science and mathematics instruction and determined what the appropriate microcomputer responses might be to those needs. Information was gathered by obtaining descriptions of most available software; reviewing published software evaluations, grant-supported software development projects, and a broad selection of software; and by consulting experts in the field, school personnel, and software developers. Findings are reported as they relate to the state-of-the-art (considering software development, availability, topic coverage, evaluation, information dissemination, and acquisition and use) and to software potential (examining software for increasing learning, for greater achievement, and for improved teaching productivity and reduced costs). Three findings are these: although software development is expensive and risky, software production is high; schools allocate inadequate resources for software acquisition; and software can increase the range of science and mathematics successfully covered. Recommendations based on these and other findings focus on teacher training and support, software development (particularly software that promotes problem-solving skills), classroom implementation, research, and ways to disseminate information about software (such as microcomputer resource centers and software reviews). The report concludes with an extensive bibliography followed by three appendices: (1) a list of names and addresses of math and science software vendors, (2) a paper by Harold G. Peters entitled "The Future of Computers in Science Education: An Imaginary Dialogue," and a directory of sources of software information. (JN)

ED 257 660 SE 045 756

Burke, Mary V.

A Comparative Analysis of Information on National Industrial R&D Expenditures. Special Report.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-85-311

Pub Date—Mar 85

Note—21p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, \*Expenditures, \*Financial Support, \*Industry, \*Information Sources, \*Research and Development, \*Surveys

Identifiers—\*National Science Foundation

The National Science Foundation (NSF) annually publishes information generated by its survey of research and development (R&D) expenditures by United States industry. These data are collected for NSF by the U.S. Bureau of the Census. Other organizations also publish information on industrial R&D expenditures collected by surveys or derived from secondary sources. They include: (1) U.S. Securities and Exchange Commission; (2) "Inside R&D" newsletter; (3) "Business Week" magazine; (4) McGraw-Hill Publications Company; (5) "Research and Development" magazine; (6) Battelle Memorial Institute; and (7) Industrial Research Institute. This report examines NSF's annual survey and the seven additional sources of information on R&D spending and related activities. It includes a description of the information provided by each source, the definitions of R&D used, and the extent of coverage of the industrial sector. The report then proceeds to compare these items with those of the NSF survey. Information on how NSF and the seven other sources treat domestic R&D spending by foreign firms is included. (JN)

ED 257 661 SE 045 757

Views on Science Policy of the 1983 U.S. Nobel Laureates in Science. Hearing before the Committee on Science and Technology, U.S. House of



**Representatives, Ninety-Eighth Congress, Second Session, March 8, 1984.**  
 Congress of the U.S., Washington, D.C. House Committee on Science and Technology.  
 Pub Date—85  
 Note—73p.  
 Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—Astronomy, Botany, Chemistry, Economics, Federal Aid, \*Financial Support, Genetic Engineering, \*Government Role, Hearings, Higher Education, Mathematics, \*Opinions, Physics, \*Policy, \*Sciences, Scientists  
 Identifiers—Congress 98th, \*Nobel Prizes, \*Science Policy

Four of the 1983 United States Nobel laureates in science provided the U.S. House of Representatives Committee on Science and Technology with their views about the current state of American science and U.S. government science policy as well as comments on one or more aspects which they believed should be brought to the committee's attention. These laureates are: (1) Gerard Debreu (laureate in economics for research on market equilibrium); (2) William Fowler (one of two astrophysicists awarded the Nobel prize in physics for research on stellar evolution); (3) Barbara McClintock (laureate in medicine and physiology for her discovery of "mobile genetics elements"); and (4) Henry Taube (laureate in chemistry for creative work in inorganic chemistry). One of the major areas addressed by these laureates was the continued financial support for science programs, laboratory equipment, and training of future scientists. (JN)

**ED 257 662 SE 045 758**  
**Science and Math Education. Hearing before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology, U.S. House of Representatives, Ninety-Eighth Congress, Second Session.**  
 Congress of the U.S., Washington, D.C. House Committee on Science and Technology.  
 Pub Date—10 Feb 84  
 Note—235p.; Document contains several pages of marginal legibility.  
 Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC10 Plus Postage.**  
 Descriptors—Cognitive Processes, \*Educational Improvement, \*Educational Quality, Educational Research, Elementary Secondary Education, Hearings, Higher Education, Learning, Mathematics Curriculum, \*Mathematics Education, \*Mathematics Instruction, Problem Solving, Science Curriculum, \*Science Education, \*Science Instruction, Science Programs, Teaching Methods  
 Identifiers—\*Pennsylvania (Pittsburgh)

These hearings focused on topics and issues related to the status, quality, and improvement of K-12 science and mathematics in the Pittsburgh area. Science and mathematics teachers, school administrators, school board members, industry leaders, and college officials provided a firsthand description of the nature and direction of science and mathematics curricula as well as their perceptions of what improvements could be made in these areas. These individuals are Delores Augustine, Don McBride, William Merryman, Wayne Mikach, Albert Caretto, Jane Konrad, John DeBlasio, George Murphy, Allen Blacks, Paul LeMahieu, Shirley Joyner, and Hugh Lang. David Bergholz, James Colker, Milton Gottlieb, Dan Swickline, Julius Brown, and John Sabol provided input from the perspectives of local industry and the Allegheny County Community college on what technical skills are presently needed and will be needed in the workplace, as well as insights into related areas. Lauren Resnick discussed how current research at the University of Pittsburgh's Learning Research and Development Center is beginning to provide a basis for improved education. For example, research on reading comprehension is providing guidelines for rewriting science textbooks (and other discipline textbooks) so that they are more easily understandable and easier to learn from. (JN)

**ED 257 663 SE 045 759**  
**Yeomans, Donald K.**  
**The Comet Halley Handbook: An Observer's Guide, Second Edition.**  
 Jet Propulsion Lab., Pasadena, Calif.; National Aeronautics and Space Administration, Washington, D.C.

Report No.—JPL-400-91  
 Pub Date—15 May 83  
 Note—57p.; Created for the International Halley Watch.  
 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.  
 Pub Type—Reference Materials (130) — Guides - General (050)

**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—\*Astronomy, Observation, Physical Sciences, Resource Materials, Science Education, Space Exploration, \*Space Sciences  
 Identifiers—\*Comets, \*Halley's Comet

This handbook contains information on: (1) the orbit of comet Halley; (2) the expected physical behavior of comet Halley in 1985-1986, considering brightness estimates, coma diameters, and tail lengths; (3) observing conditions for comet Halley in 1985-1986; and (4) observing conditions for the dust tail of comet Halley in 1985-1986. Additional information in appendices includes: historical, physical, and orbital data; ephemeris data (with perturbations) at 5-day intervals from July 24, 1982 to August 7, 1984; and ephemeris data (with perturbations) at 1-day intervals from August 8, 1984 to May 4, 1987. (JN)

**ED 257 664 SE 045 760**  
**Hungerford, Harold R. And Others**  
**Investigating and Evaluating Environmental Issues and Actions: Skill Development Modules. A Curriculum Development Project Designed to Teach Students How to Investigate and Evaluate Science-Related Social Issues. Modules I-VI. Teacher's Edition.**

Report No.—ISBN-0-87563-266-1  
 Pub Date—85  
 Note—257p.; Some pages containing photographs may not reproduce well.  
 Available from—Stipes Publishing Co., 10-12 Chester St., Champaign, IL 61820 (\$10.00 each, quantity price \$8.50).

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**  
 Descriptors—Curriculum Development, \*Decision Making, Elementary Secondary Education, \*Environmental Education, Evaluation Methods, \*Problem Solving, Research Methodology, \*Science Education, Skill Development, \*Social Problems, Values Clarification  
 Identifiers—\*Environmental Issues, Environmental Literacy

Presented are the teacher and student editions for six modules designed to teach students how to investigate and evaluate science-related social issues. These modules (each of which includes an introduction, objectives, readings, and activities) focus on: (1) environmental problem solving; (2) preparing to investigate an environmental issue; (3) using surveys, questionnaires, and opinionnaires in environmental investigations; (4) interpreting data in environmental investigations; (5) investigating an environmental issue; and (6) environmental action strategies. Also included (in a preface) is: information on teaching for environmental literacy (examining the components of environmental literacy fostered in the modules); a discussion of eight variables crucial to achieving environmental literacy; introductory information (including grade levels and instructional time; assumptions on prerequisite knowledge; comments on instruction, skills, and evaluation; notes on values and values clarification; and brief comments on the results obtained from several studies on the use of the modules. (JN)

**ED 257 665 SE 045 761**  
**Tatsuoka, Kikumi K., Ed.**  
**Analysis of Errors in Fraction Addition and Subtraction Problems. Final Report.**  
 Illinois Univ., Urbana. Computer-Based Education Research Lab.  
 Spons Agency—National Inst. of Education (ED), Washington, DC.  
 Pub Date—Jan 84  
 Grant—NIE-G-81-0002  
 Note—69p.  
 Available from—Kikumi K. Tatsuoka, 252 ERL, 103 S. Mathews St., Univ. of Illinois, Urbana, IL 61801.

Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—\*Addition, Computer Oriented Programs, Computer Software, Educational Research, \*Fractions, Junior High Schools,

\*Mathematics Achievement, Mathematics Education, Mathematics Instruction, \*Problem Solving, \*Secondary School Mathematics, \*Subtraction

Identifiers—\*Error Analysis (Mathematics), Mathematics Education Research, Misconceptions  
 This study examined various misconceptions committed by junior high school students in fraction addition and subtraction problems. Almost 600 subjects were administered two tests, addition and subtraction, and their performances were analyzed by several computer programs, including two programs (FBUG and SPBUG) which are so flexible to any items generated by computer that they can be used for any teacher-made tests. A painstaking error analysis and construction of buggy programs were carried out and summary statistics are described. The analysis results indicate that individual differences in applying different strategies and procedural skills varied more among students than expected. Many erroneous rules were committed by students who used them sporadically. These rules are often observed only once per student and never used repeatedly by the same individuals. Various error types (sources of misconceptions) cover almost all the levels of tasks involved in solving fraction problems. A close examination of frequency distributions of erroneous rules revealed that some errors tend to appear among high-score students while others appeared only among low-score students. Systematic investigation of "bug-behavior" will lead further understanding in human cognition and learning and thus it will bring about further improvement in American education. (JN)

**ED 257 666 SE 045 762**  
**1984 Science and Technology Posture Hearing with the Director of the Office of Science and Technology Policy. Hearing before the Committee on Science and Technology, U.S. House of Representatives, Ninety-Eighth Congress, Second Session, February 1, 1984. No 134.**  
 Congress of the U.S., Washington, D.C. House Committee on Science and Technology.  
 Pub Date—85  
 Note—66p.

Pub Type—Legal/Legislative/Regulatory Materials (090)  
**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—Budgets, Computers, Engineering, \*Federal Aid, \*Government Role, Hearings, Higher Education, Industry, \*Policy, \*Research and Development, School Business Relationship, \*Sciences, \*Technology  
 Identifiers—Congress 98th, National Science Foundation, \*Science Policy

These hearings consist of testimony by and the prepared statement of George A. Keyworth II (science advisor to President Reagan and director of the Office of Science and Technology Policy) on the Reagan administration's overall science policy in the proposed research and development (R&D) budget for fiscal year 1985. A major focus is on the administration's three goals for science policy: (1) the development of the highest quality technical talent that can be produced; (2) the continuing pursuit of excellence in whatever research is chosen; and (3) the expansion and strengthening of partnerships between government, industry, and universities for the purpose of bringing the benefits of new knowledge and advanced technology to the United States. Among the areas considered are an assessment of the cumulative impact of R&D policy during the Reagan administration's first 3 years (considering federal R&D obligations, basic research obligations, and basic research obligations to universities and colleges) and highlights of the Reagan administration's FY 1985 budget (examining the National Science Foundation's Presidential Young Investigator Awards, a proposed program in universities to integrate both research and teaching needs for engineering, and a program focusing on supercomputers). (JN)

**ED 257 667 SE 045 763**  
**1985 Science and Technology Posture Hearing with the Director of the Office of Science and Technology Policy. Hearing before the Committee on Science and Technology, U.S. House of Representatives, Ninety-Ninth Congress, First Session, February 5, 1985. No. 1.**  
 Congress of the U.S., Washington, D.C. House Committee on Science and Technology.  
 Pub Date—85  
 Note—78p.  
 Pub Type—Legal/Legislative/Regulatory Materials (090)

als (090)  
EDRS Price - MF01/PC04 Plus Postage.  
Descriptors—Budgets, \*Federal Aid, \*Government Role, Hearings, Higher Education, Leadership, \*Policy, \*Research and Development, Sciences, Scientific Research, Student Loan Programs, \*Technology

Identifiers—Congress 99th, \*Science Policy  
These hearings consist of testimony by and the prepared statement of George A. Keyworth II (science advisor to President Reagan and director of the Office of Science and Technology Policy) on the Reagan administration's science and technology policy and the proposed fiscal year 1986 budget for research and development (R&D). Supporting documentation (remarks by Marilyn Lloyd and articles by George Keyworth titled "The Case for Strategic Defense: An Option for a World Disarmed" and "Science and Technology Policy: The Next Four Years") and the discussion between committee members (Committee on Science and Technology) and Dr. Keyworth are also included. Among the areas addressed are: (1) the practical consequences and essential role of scientific leadership; (2) a budget which permits investment in the future (by reducing federal spending) while assuring a strong national science and technology base; (3) current and future research programs; (4) ways to preserve the United States' fragile scientific leadership (such as embracing the responsibility for basic research and making every dollar count); and (5) issues related to student loan programs in the FY 1986 budget. (JN)

ED 257 668 SE 045 764

Overnight Review of the Five-Year Outlook Report on Science and Technology, Hearing before the Committee on Science and Technology, U.S. House of Representatives, Ninety-Eighth Congress, Second Session, January 24, 1984, No. 129.

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

Pub Date—85

Note—307p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Annual Reports, Federal Legislation, \*Futures (of Society), Graduate Study, Hearings, Higher Education, Human Resources, Science Education, \*Sciences, \*Scientific Research, \*Technology

Identifiers—Congress 98th, National Academy of Sciences, \*National Science Foundation

This hearing focused on the "Five-Year Outlook for Science and Technology" report. (The original concept called for the submission of a one-time report to be followed by annual updates. Due in part to transfer of responsibilities to the National Science Foundation-NSF during the years 1976 to 1982, three full-fledged reports were prepared.) The hearing includes: (1) testimony by and/or prepared statements of George Low, Floyd Bloom, James Ling, and Richard Rettig; (2) statement of H. Russell Cort and Elizabeth Cort, principal investigators of an NSF-funded report titled "The Five-Year Outlook on Science and Technology: Views of Users" (which is included in an appendix) and (3) in another appendix, various background materials, including the text of the reports under consideration (the three NSF 5-year outlook reports, three National Academy of Sciences 5-year outlook reports, and the first combined annual science and technology report and outlook), the statutory requirements for the report as mandated by the Science Policy Act of 1976 (Public Law 94-282), costs of the reports, and time and frequency of submission. Questions about the utility, format, and mode of preparation of the outlook, contributions of the National Academy of Science reports, and other topics and issues are explored. (JN)

ED 257 669 SE 045 765

Gobb, Roger G.  
A Comparison of Two Uses of Video in the Evaluation of Laboratory Programs.

Pub Date—Dec 84

Note—23p; Paper presented at the Annual Meeting of the American Vocational Association Convention (New Orleans, LA, November-December, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Observation Techniques,

\*College Science, Comparative Analysis, Foreign Countries, Higher Education, \*Interaction, Program Evaluation, Science Activities, Science Education, Science Instruction, \*Student Behavior, \*Student Reaction, \*Videotape Recordings  
Identifiers—\*New Zealand, Science Education Research

Two different methods of collecting information about student activity in the laboratory were compared using a series of videotape recordings. One method was based entirely on the systematic observation of student behavior (interaction analysis); the second method involved students describing their laboratory activities while watching excerpts from the videotape recording of the laboratory session (stimulated recall). Subjects, first-year undergraduate students taking 4-year courses in agricultural and horticultural science at Lincoln College (New Zealand), were selected by teachers to participate in the study. The activity of a single student in each of 13 laboratory classes (5 in zoology and 8 in physics) was recorded to compare the two methods. To determine the relative utility of the information produced by the two methods (including usefulness of the information, preference for one or the other method, and limitations of information provided), nine staff members were given a brief introduction to the project and summaries for the two methods. All nine teachers were interviewed and indicated that the information was useful in developing laboratory programs. In addition, they expressed a preference for the information generated by the second method (stimulated recall). (JN)

ED 257 670 SE 045 766

Song, Myung-Ja Ginsburg, Herbert P.

The Development of Informal and Formal Mathematical Thinking in Korean and American Children.

Pub Date—85

Note—40p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Ability, \*Cultural Differences, Elementary Education, \*Elementary School Mathematics, \*Mathematics Achievement, Mathematics Education, Mathematics Instruction

Identifiers—\*Koreans, \*Mathematics Education Research

This study investigated whether Koreans and Americans differ in proficiency in informal mathematics, if Korean children start off with an advantage in this area, and if their informal mathematics is different from that of Americans. The study also examined: possible cultural differences in the understanding of and performance in formal mathematics (which involves the understanding of written symbolism, algorithms, and mathematical principles, and constitutes the focus of primary mathematics instruction); when this difference (if any) appears; and whether Korean children show a particular advantage in the area of rote mathematics. Subjects were 315 Korean and 538 American boys and girls from each of five age levels ranging from 4.5- to 8.81-years-old. Two of the findings reported (obtained from test items administered during individual interviews specified in the Test of Early Mathematical Ability) are these: Korean children show superior performance in formal mathematics within the first few years of school and there was no head start for Korean children in early mathematical thinking. Factors which may explain these and other results and implications for mathematics instruction are addressed. (JN)

ED 257 671 SE 045 767

Peterson, Rita W. Stenhouse, Lawrence  
Reviews of Studies of the Status of Pre-College Science, Mathematics, and Social Studies Education in the United States, 1955-1975. Sponsored by the National Science Foundation.

National Academy of Education, Washington, D.C. Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—81

Note—149p.

Journal Cit—Proceedings of the National Academy of Education; v7 1980

Pub Type—Opinion Papers (120)—Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Book Reviews, Case Studies, \*Educa-

tional Change, Educational Research, Elementary Secondary Education, History, \*Instruction, Literature Reviews, Mathematics Education, \*Science Curriculum, Science Education, \*Science Education History, Science Projects, \*Social Studies, Surveys, \*Teaching Methods  
Identifiers—National Science Foundation, \*Science Education Research

Two lengthy reviews are presented of a series of seven studies, sponsored by the National Science Foundation (NSF), on the subject of science education from 1950 to 1975. In "Science Education in the United States during the Third Quarter of the Twentieth Century", Rita Peterson provides an historical view of major events that occurred during the period (based largely on the literature review that formed the first NSF study). She next gives a cross-country view of the practices and opinions of school personnel (based primarily on the national survey that was the second NSF study). Lastly, she portrays a close-up view of what happened on a day-to-day basis in the classrooms of 11 school districts, as reported in the case studies comprising the third NSF study. In "Social Science Education in the United States 1955-1975: A British Perspective", Lawrence Stenhouse reviews the projects while focusing on social science education. The studies are analyzed from the point of view of the context in which they were commissioned and comments on "the picture we get", needs, errors, suggestions, and the issue of controversy (itself a controversial issue). A brief 6-page concluding comment by Jerrold Zacharias on commitment and funding (titled "The Unscientific American—Some Random Thoughts") completes the volume. (MNS)

ED 257 672 SE 045 768

Soviet Space Programs: 1976-80 (With Supplementary Data through 1983). Manned Space Programs and Space Life Sciences. Part 2. Prepared at the Request of Hon. Bob Packwood, Chairman, Committee on Commerce, Science, and Transportation, United States Senate, Ninety-Eighth Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Commerce, Science, and Transportation.

Report No.—Senate-Prt-98-235-PART-2

Pub Date—Oct 84

Note—314p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—\*Aerospace Technology, \*Biological Sciences, Gravity (Physics), Satellites (Aerospace), \*Scientific Research, \*Space Exploration, \*Space Sciences, Training

Identifiers—Congress 98th, \*USSR

This report, the second of a three-part study of Soviet space programs, examines their manned space programs and reviews their quest for a permanently manned presence in space. Also included is information concerning the physiological and psychological findings related to the extended duration of Soviet manned flights and an executive summary. Chapter 1 is an overview of the manned programs of both the Soviet Union and the United States (1957-83). Chapter 2 highlights significant activities in Soviet manned spaceflight from 1981 to 1983. Chapter 3 provides detailed information on manned space flight programs, considering the early years of Soviet manned spaceflight, first generation space flights (Salyut 1-5), Salyut 6, manned missions to Salyut 6 (1977-80), and other areas. Chapter 4 provides additional information on the Soviet space life sciences, examining cosmonaut selection and training, space medicine, life support, negative and positive gravitational forces, biological research in space, and other areas. (JN)

ED 257 673 SE 045 769

The First Reactor.

Department of Energy, Washington, D.C.

Report No.—DOE/NE-0046

Pub Date—Dec 82

Note—50p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Nuclear Energy, \*Nuclear Physics, \*Nuclear Technology, \*Science Experiments, \*Science History, Scientists

Identifiers—Fermi (Enrico), \*Nuclear Reactions  
On December 2, 1942, in a racquet court under-

neath the West Stands of Stagg Field at the University of Chicago, a team of scientists led by Enrico Fermi created the first controlled, self-sustaining nuclear chain reaction. This updated and revised story of the first reactor (or "pile") is based on postwar interviews (as told to Corbin Allardice and Edward Trappell in their essay entitled "The First Pile") with more than a dozen of the 43 scientists present at the Stagg Field experiment. Also included are the firsthand reminiscences of Enrico Fermi, the Nobel prize-winning project director, and his wife, Laura. Written in the 1950s, they provide valuable insights into the human and technical challenges of a secret enterprise conducted by American and European refugee scientists. (A list of individuals present at the Chicago pile experiment on December 2, 1942 and a list of suggested books, articles and a motion picture are provided.) (JN)

ED 257 674 SE 045 770

**Atoms to Electricity.**  
Department of Energy, Washington, D.C.  
Report No.—DOE/NE-0053  
Pub Date—Nov 83  
Note—68p; Photographs may not reproduce clearly.

Available from—ENERGY-DOE, P.O. Box 62, Oak Ridge, TN 37830 (Single copies).

Pub Type—Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Economics, \*Electricity, Energy Education, Foreign Countries, \*Hazardous Materials, \*Nuclear Energy, \*Nuclear Power Plants, \*Nuclear Technology, \*Waste Disposal, Wastes Identifiers—\*Nuclear Reactors, Nuclear Wastes

This booklet explains the basic technology of nuclear fission power reactors, the nuclear fuel cycle, and the role of nuclear energy as one of the domestic energy resources being developed to meet the national energy demand. Major topic areas discussed include: the role of nuclear power; the role of electricity; generating electricity with the atom; nuclear power and radiation; types of nuclear reactors (boiling-water, pressurized-water, and high temperature gas-cooled reactors); breeder reactors, nuclear fuel-mining to reactor; nuclear fuel-reactor to waste disposal; transporting radioactive materials; the economics of nuclear power; and nuclear electricity in other countries. A list of selected books, reports and articles, and films is included. (JN)

ED 257 675 SE 045 771

**Solomon, Joan**  
**Children's Explanations.**

Pub Date—[85]

Note—13p; Some Figures may not reproduce well.

Pub Type—Reports - Research (143) — Speeches/-

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cognitive Development, \*Cognitive Processes, Developmental Stages, \*Elementary School Science, Intermediate Grades, \*Science Education, Secondary Education, \*Secondary School Science

Identifiers—\*Explanations, Science Education Research

Examples of explanations students give during science lessons are used to demonstrate that there are a number of very different modes of explaining. In addition, it is suggested that the peculiar scientific method of explanation is fraught with difficulties, some of which current learning theories may just be able to describe. Areas discussed include: (1) questions children ask which are primarily not requests for reasons but requests for reassurance; (2) explaining a meaning by replacing one word with a simpler one with the same meaning; and (3) the use of metaphors and similes. The examples are also used to illustrate some stages in the developing art of explanation. However, no claim is made either that suggested demarcations are sharp or that the stages are strictly developmental. Reaffirming that things are as they are, looking for the purpose of events, trying to find life-world synonyms for concepts, close comparison, seeking causes, and using distanced analogies can easily merge each other; furthermore, the different ways of explaining may continue to be used in some contexts long after the more sophisticated methods have, apparently, been mastered. (JN)

ED 257 676 SE 045 773

**Yezzy, Russell H.**  
**Discussion of Research Methods and Designs to Assess the Effectiveness of Computer-Based Education.**

Pub Date—85

Note—7p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985). For related papers, see SE 045 491 and SE 045 774.

Pub Type—Reports - Research (143) — Speeches/-

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, \*Computer Software, \*Educational Research, \*Research Design, \*Research Methodology, Sample Size, \*Sampling

Present research connected with computer-based instruction indicates that many investigators rely on conventional experimental design and data analysis to address the research question. Although this is appropriate in many cases, the limits of hard and software resources and sample size in other cases have made conventional approaches a poor choice. The special contextual characteristics of computer-based instruction call for a fresh look at the application and research design and data analysis procedures. Therefore, three suggestions are offered and discussed for changing or emphasizing the design of instructional computing research. These suggestions are that: (1) more attention be given to subject/terminal/time ratios; (2) material sampling methods be employed; and (3) site sampling be added as a variable to relevant studies. (JN)

ED 257 677 SE 045 774

**Okey, James R.**  
**The Effectiveness of Computer-Based Education: A Review.**

Pub Date—85

Note—13p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985). For related papers, see SE 045 491 and SE 045 773.

Pub Type—Reports - Research (143) — Speeches/-

Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Computer Assisted Instruction, \*Computer Oriented Programs, Conventional Instruction, \*Educational Research, \*Educational Trends, Elementary Secondary Education, Learning, \*Microcomputers

Identifiers—\*Computer Uses in Education

Research reports issued during the last decade and a half on the effectiveness of computer-based education (CBE) are examined. Surveys of research on CBE over this time period are considered rather than individual studies. Thus, this report represents a synthesis of a number of review articles which provide snapshots across two decades of the kind of CBE work that was being done and the impact that CBE was having on learning. Specific questions addressed are: (1) How effective is CBE in promoting learning? (2) Under what conditions does CBE have differential effects? (3) Are some forms of CBE more effective than others? (4) What trends in the effectiveness of CBE are evident over the years? Among the answers are these: CBE is effective in promoting learning. Most studies show CBE to be better than conventional instruction. Young children seem to be affected more powerfully than older learners and low ability more strongly than high ability. Computer-assisted instruction shows a larger impact on achievement than computer-managed instruction. Supplementing instruction with computers may be more effective than providing a total computer environment. Microcomputers are now becoming common and instruction with them will become the dominant form of the future. (JN)

ED 257 678 SE 045 775

**Hammond, Dick E.**  
**Scientific Literacy: Where Did It Come From?**

Where Is It Going?

Pub Date—85

Note—21p; Paper presented at the Annual Meeting of the National Science Teachers Association (Cincinnati, OH, April 19, 1985).

Pub Type—Speeches/Meeting Papers (150) —

Historical Materials (060) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—High Schools, Information Science, \*Science Education, \*Science History, \*Sciences, \*Scientific Literacy, Scientists, \*Secondary School Science, \*Thermodynamics

Identifiers—\*Entropy

This paper examines how the revolution in human thinking, with the smaller revolution in astronomy begun by Nicolaus Copernicus, has plunged science educators into the new Age of Information. Examples which illustrate this development and change in human thinking (from Copernicus' time to the present) are provided from such disciplines as astronomy, geology, physics, chemistry, psychology, the biological sciences, mathematics, sociology, and information science. These examples focus on such areas as the thermodynamics of open and closed systems, the second law of thermodynamics, energy, matter, heredity, development of the entropy concept, and the relationship between entropy, order, and life. The paper concludes by pointing out that unlike the old, classical laws of thermodynamics, the new laws of information indicate that information, genetic or unlearned: (1) exists in the arrangement of matter; (2) regulates time, organizes matter, and controls energy flow; (3) is inversely related to entropy; and (4) is created and destroyed. The reward of learning about how the evolution in human thought is propelling us into an exciting future is a benefit for adolescents examining this material. (JN)

ED 257 679 SE 045 776

**Keuper, Sandra Mohn**  
**An Annotated Bibliography of the Effectiveness of the Computer Used as a Tool to Learn Mathematics in Secondary Schools.**

Pub Date—3 Jun 85

Note—62p; Document may not reproduce well due to light type printed on onionskin paper. Exit Research Project, Indiana University at South Bend.

Pub Type—Reports - Research (143) — Reference

Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Achievement, Educational Research, Mathematics Education, \*Mathematics Instruction, \*Microcomputers, Secondary Education, \*Secondary School Mathematics, \*Student Attitudes, \*Teacher Attitudes, Teacher Education, Time Factors (Learning)

Identifiers—\*Mathematics Education Research

This study examined the value of the computer as an instructional tool in secondary school mathematics (grades 7-12) classrooms. The literature on the subject was reviewed and an annotated bibliography prepared with entries grouped according to effects on: (1) student achievement; (2) student attitudes; (3) teacher attitudes; (4) student learning time; and (5) special student populations. Annotations of studies reporting outcomes on more than one variable are presented under each relevant heading. Following the bibliography (which forms a major portion of the document) a summary of findings for each area is presented. These findings show that the use of the computer as an instructional tool in secondary mathematics courses has many positive and few negative effects. The positive effects include an increase of student achievement and more positive attitudes toward mathematics, the instructional setting, and the instructional method used or to be used, and also toward using the computer itself all of which, subsequently increases the students' perceptions of themselves. As a result of these and other positive effects, students generally learned more, retained more, and learned the same amount of material faster with more positive attitudes. More inservice education is recommended since some teachers expressed negative attitudes toward using computers as instructional tools. (JN)

ED 257 680 SE 045 777

**Nelkin, Dorothy**  
**Science as Intellectual Property: Who Controls Research? AAAS Series on Issues in Science and Technology.**

American Association for the Advancement of Science, Washington, D.C.

Report No.—ISBN-0-02-949090-1

Pub Date—84

Note—139p.

Available from—Macmillan Publishing Co., 866 Third Ave., New York, NY 10022 (\$15.95 cloth-ISBN-0-02-949080-4; \$7.95 paper-ISBN-0-02-949090-1).

Pub Type—Books (010) — Reports - General (140)

Document Not Available from EDRS.

Descriptors—\*Communication (Thought Transfer), \*Confidentiality, Disclosure, Higher Education, Industry, Information Dissemination, \*National Security, \*Scientific and Technical Information, \*Scientific Research

Identifiers—\*Secrecy



The controversial question of who controls research stands at the center of a growing number of legal and administrative disputes which raise critical issues of professional sovereignty, scientific secrecy, and proprietary rights. Although the idea of knowledge as property is not new, the scale and changing nature and structure of contemporary American research has intensified this debate. These and other aspects of this multifaceted problem are discussed in this seven-chapter book, which presents a balanced discussion of the complex issues from varying points of view, including the interests of scientists, the right of citizens to be informed, and the legitimate security needs of government and industry. Major topic areas addressed are: (1) the ownership and control of scientific information; (2) proprietary secrecy versus open communication in science; (3) public access versus professional control; (4) rights of access versus obligations of confidentiality; (5) whistleblowing versus proprietary rights; (6) national security versus scientific freedom; and (7) negotiating the control of scientific information. (JN)

ED 257 681 SE 045 778

Richards, Colin, Ed. Holford, Derek, Ed.

*The Teaching of Primary Science: Policy and Practice.*

Report No.—ISBN-0-9052-7334-6

Pub Date—83

Note—284p.

Available from—Taylor and Francis, Inc., 114 East 32nd St., New York, NY 10016 (\$24.50 hard copy—ISBN-0-9052-7335-4, \$13.50 soft copy—ISBN-0-9052-7334-6).

Pub Type—Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—\*Curriculum Development, \*Educational Objectives, Elementary Education, Elementary School Curriculum, \*Elementary School Science, Evaluation Methods, \*Inservice Teacher Education, Instructional Materials, Learning Theories, \*Resource Materials, Science Course Improvement Projects, Science Curriculum, Science Education, \*Science Instruction, Student Evaluation

Identifiers—\*Great Britain

This seven-part book provides the first detailed analysis and assessment of the development of primary science prior to and following a national survey of primary schools in 1978. Key issues central to contemporary policy and practice are identified, set in context, and interrelated for teachers, students, and policymakers. Part I examines several issues (range, structure, continuity, consistency, and evaluation) and relates them to the primary curriculum in general and to primary science in particular. Part II presents three overviews on "locating" primary science. Part III examines several key questions including the nature of science for primary children, whether science can be taught in primary schools, and how children's progress in science can be monitored, recorded, and evaluated. Part IV discusses theories of children's learning. Part V examines several approaches to curriculum development, including the Oxford Primary Science Project, Nuffield Junior Science, and Science 5-13. Part VI provides a general article on the practical issues involved in organizing resources to support practice in primary science and accounts by four practitioners on their experiences in teaching primary science. Part VII considers developments in primary science in England, Wales, and Scotland. Also considered are possible approaches to inservice teacher education. (JN)

ED 257 682 SE 045 779

Driver, Rosalind

*The Pupil as Scientist?*

Report No.—ISBN-0-335-10178-X

Pub Date—83

Note—119p.

Available from—Taylor and Francis, Inc., 114 East 32nd St., New York, NY 10016 (\$13.00 each).

Pub Type—Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Adolescents, \*Cognitive Development, \*Cognitive Processes, \*Comprehension, \*Concept Formation, Developmental Stages, Science Education, \*Science Instruction, Secondary Education, \*Secondary School Science

Identifiers—Great Britain, \*Misconceptions

This book is intended to give teachers and student teachers a better understanding of the thinking of adolescent students in science lessons and to indi-

cate the difficulties such students have in understanding the more abstract or formal ideas with which they are presented. It is practical in its orientation as the issues discussed are illustrated with examples drawn from dialogue and observations made in science classes. One of the main themes of the book is that science teachers must recognize more fully and act upon the preconceptions and alternative frameworks which students bring to their study of science. Despite its practical orientation, the book addresses some fundamental questions, arguing for a reappraisal of science teaching in secondary schools in light of developments in cognitive psychology and philosophy of science. A paper outlining a method for representing children's frameworks in science, with particular reference to ideas in dynamics, is included in an appendix. (JN)

ED 257 683 SE 045 780

Chin, Jack

*The Development of an Instrument for Evaluating the Effects of an Environmental Education Program on Young Children's Environmental Attitudes: A Pilot Study.*

Pub Date—Jun 85

Note—86p.; Several pages of this document may not reproduce well due to marginal legibility.

Master's Thesis, Stanford University.

Pub Type—Reports - Research (143) — Tests - Questionnaires (160) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Attitude Change, \*Attitude Measures, Diagrams, \*Environmental Education, Pilot Projects, Primary Education, Program Evaluation, \*Student Attitudes, \*Test Construction

Identifiers—\*Environmental Attitudes, Environmental Education Research

An instrument was developed for use in evaluating the effects of environmental education (EE) programs on young children's attitudes. The instrument consists of pairs of drawings; students tell which picture in a given pair they like better. In developing the instrument, assumptions were made that second- and third-grade students have environmental attitudes and that EE programs have a potential to influence these attitudes. The instrument was administered to 232 students (294 students originally participating in the study) using a pretest/posttest design. These students were visiting Hidden Villa Ranch, an EE center in Los Altos Hills, California. (Directions and answer forms were translated into Spanish for classes with a substantial Spanish-speaking population.) Results show that: (1) the instrument can be administered to a large group of children quickly, easily, and without trained personnel; (2) the instrument has potential for evaluating changes in young children's environmental attitudes; (3) the instrument can be standardized for use by many EE programs or be customized to assess specific attitudes; and (4) age, sex, and prior EE instruction (either in a school or at a center) apparently do not adversely bias students' test performance. Supporting documentation (including sample pairs of drawings) is provided in appendices. (JN)

ED 257 684 SE 045 781

Berebitsky, Roger D.

*An Annotated Bibliography of the Literature Dealing with Mathematics Anxiety.*

Pub Date—Apr 85

Note—40p.; Requirement for Master's Program, Indiana University.

Pub Type—Reports - Research (143) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Elementary School Mathematics, Elementary Secondary Education, \*Mathematics Anxiety, Mathematics Education, \*Mathematics Instruction, Mathematics Teachers, \*Secondary School Mathematics, Teacher Attitudes, \*Test Anxiety

Identifiers—\*Mathematics Education Research

This study examined the nature, causes, and reinforcement of mathematics anxiety as well as methods of alleviating at least some of its symptoms. The literature on the subject was reviewed and an annotated bibliography prepared with entries grouped under three headings: (1) What Is Mathematics Anxiety? Definition, Characteristics, and Symptoms; (2) What Causes Mathematics Anxiety and How is it Reinforced? Causes and Accentuating Factors; and (3) Is There Hope? Alleviating and Decreasing Mathematics Anxiety. Following the bibliography

(which makes up a major portion of the document), a summary of findings for each of the three areas is presented. Findings show that mathematics anxiety is a mental, emotional, and sometimes physical disorder that can severely handicap the person who contracts it. Among its causes are teachers who are not skilful in mathematics (and may suffer from mathematics anxiety themselves) and the abstractness, symbolism, and rules of mathematics. Recommendations based on these and other findings are to help teachers cope with their own anxieties about mathematics, to create relaxed and supportive classroom atmospheres, to integrate mathematics into different subjects areas, and to dispel the "math mind" myths, sex-role stereotypes, and other stigmas that cause mathematics anxiety. (JN)

ED 257 685 SE 045 782

*Groundwater Quality Protection in Oakland*

County: A Sourcebook for Teachers.

East Michigan Environmental Action Council,

Troy.

Spons Agency—Joyce Foundation, Chicago, IL.

Pub Date—84

Note—81p.

Available from—East Michigan Environmental Action Council, One Northfield Plaza, Troy, MI 48068 (\$10.00).

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials (130)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary School Science, Environmental Education, \*Hazardous Materials, Intermediate Grades, Junior High Schools, Learning Activities, Resource Materials, \*Science Activities, Science Education, \*Secondary School Science, \*Social Studies, Waste Disposal, Wastes, Water, \*Water Quality, \*Water Resources, Water Treatment

Identifiers—\*Ground Water, Michigan

This sourcebook consists of background information and activities related to groundwater protection. The first section focuses on the characteristics of groundwater, the water cycle, stormwater runoff, and uses of groundwater. The second section addresses household hazardous materials—both from a safety standpoint and a groundwater standpoint. The third section provides information on groundwater threats in the community as a whole, including sources of groundwater contamination in Michigan, storage and handling of materials at business sites, hazardous waste management and state laws, and water well testing. The background information and hands-on projects are directed toward junior high and middle school science and social studies teachers. Materials may be used as a supplement to science/social studies curricula, as special units on groundwater quality or household hazardous materials, or as materials for a 1-hour or 1-day discussion of groundwater quality protection. Activities include demonstrations of soil infiltration and groundwater contamination, using readily available materials. Although directed toward upper elementary and junior high school classrooms, much of the material can be tailored to either older or younger students and can be used by scout and youth leaders. (JN)

ED 257 686 SE 045 783

Johnson, Charles C. Hodak, Gary W.

*TRAX (Disk Sector Utility Program). Technical Memorandum 84-1. Focus on the Trained Person.*

Naval Training Equipment Center, Orlando, Fla.

Training Analysis and Evaluation Group.

Pub Date—Jul 84

Note—36p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computers, \*Computer Software, \*Computer Storage Devices, \*Magnetic Tapes, Material Development, \*Programming

Identifiers—\*Byte Reorganization

A disk sector utility program (called TRAX) was designed and developed since a computer aid capable of inspecting and modifying the byte data on a disk platter, independent of any other program or system, was not commercially available. This report: (1) provides an overview of the TRAX system; (2) briefly describes the major system options; and (3) contains a guide to operating the TRAX utility. (JN)

ED 257 687 SE 045 784

Blane, Dudley, Ed.

**Research Reports from the First Pre-ICME Satellite Conference on Diagnostic and Prescriptive Mathematics** (Monash University, Melbourne, Australia, August 21-22, 1984).

Research Council for Diagnostic and Prescriptive Mathematics, Kent, OH.

Pub Date—84

Note—233p.

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—Artificial Intelligence, Cognitive Processes, \*Diagnostic Teaching, Educational Research, \*Elementary School Mathematics, Elementary Secondary Education, \*Material Development, \*Mathematics Achievement, Mathematics Anxiety, Mathematics Education, \*Mathematics Instruction, Problem Solving, Research Methodology, \*Secondary School Mathematics, Teacher Education

Identifiers—\*Mathematics Education Research

Provided are the papers presented at a conference which served as an international forum on diagnostic and prescriptive mathematics education. They are: (1) "The Evolution of the Research Council for Diagnostic and Prescriptive Mathematics" by Robert Underhill; (2) "The Interaction of Knowledge and Cognitive Processes in Diagnosis and Prescription—Implications from Artificial Intelligence Research" by Tom Cooper and Rod Nason; (3) "Mastering Subtraction Facts: Implications from American and Australian Research" by Carol Thornton, Margaret Toohey, and Graham Jones; (4) "Interviews with Math Anxious Adults" by Carole Bauer; (5) "Teacher Training for Diagnosis and Prescription in Mathematics Education" by Kathryn Crawford; (6) "Project in the Mathematical Education of Re-entry Adult Learners" by Leone Burton; (7) "Aid for Problem Solving Diagnosis and Prescription in Action at Year 12" by Tom Cooper and Lyn English; (8) "A Systematic Approach to Developing Instructional Materials Focusing on Mathematical Word Problems" by E. Ray Phillips and A. Edward Upchurch; (9) "Qualitative Mathematics—The First Priority" by Douglas Crawford; (10) "Difference, Dividing, and Multiplication Strategies in Two Kinds of Fraction Problems" by George Bright and John Harvey; and (11) "Research on Learning and Instruction: Variables and Methods" by A. Edward Upchurch. (JN)

## SO

**ED 257 688**

**SO 015 995**

Keller, John F.

**Ethnic-Nationalism in North America: Some Comparative Features.**

Pub Date—Dec 82

Note—11p; Paper presented at the Annual Meeting of the American Anthropological Association (81st, Washington, DC, December 5, 1982). For a related document, see SO 015 996.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Anthropology, Comparative Analysis, \*Ethnicity, Ethnic Relations, Foreign Countries, \*Industrialization, \*Modernization, Nationalism, \*North American History, \*Regional Characteristics, Socioeconomic Influences

Identifiers—\*Quebec, \*United States (South)

In the past two decades there has been an upsurge in ethnic nationalism not only in the recently decolonized world, but also in many of the industrialized countries of Europe and North America. Two major ethnic-nationalist movements in North America have been the separatist movement in Quebec and the civil rights movement in the Southern United States. Some recent theories suggest such movements develop in opposition to state encroachment in ethnic affairs. Yet, unlike Quebec, the movement in the South has favored state intervention. Comparative analysis shows both movements were based in distinct labor markets, matured with post-World War II industrialization, and mobilized on the basis of certain social characteristics, but the key to the different attitudes toward the state seems to be the degree of regional political and economic cooptation of which the state is capable. (Author/IS)

**ED 257 689**

**SO 015 996**

Keller, John F.

**Markets, Modernization, and Minority Move-**

**ments in the Industrial West.**

Pub Date—82

Note—33p; For related document, see SO 015 995.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Anthropology, \*Ethnicity, Ethnic Relations, Foreign Countries, \*Industrialization, \*Minority Groups, \*Modernization, Nationalism, \*Regional Characteristics, Socioeconomic Influences

Identifiers—Quebec, United States (South)

Internal colonialism, the domination of one region over another, provides a necessary but insufficient base for the development of ethnic nationalist movements. Only since World War II have the possibilities for economic expansion been so great as to permit the economic development of former reserve areas in the major industrialized, Western nations. In the course of this industrialization, regional populations have begun to emerge as distinct nationalities. Two examples of this process are the development of Quebecois nationalism in Canada and the civil rights movement in the Southern United States. These ethnic nationalist movements have expressed a variety of objectives that appear to vary from group to group depending on the conformity or contradiction of state policy with the interests of each nationality. However, as long as these regions constitute separate labor markets with lower pay scales, no amount of state accommodation to the goals of these groups can eliminate the real potential for the further development of ethnic-nationalism in the Western industrial nations. Anthropologists can play a major theoretical role in detailing the source and dynamics of national movements in the industrial West and thereby participate in the discussion on resolving national inequalities. (IS)

**ED 257 690**

**SO 016 177**

**Title IX Line: Vol. III, No. 1, Winter 1983 through Vol. V, No. 2, Spring/Summer 1985.**

Michigan Univ., Ann Arbor. School of Education. Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—202p; Title IX Line is a periodic publication of The Center for Sex Equity in Schools, a desegregation assistance center funded by the U.S. Dept. of Education. For 1984 issues, see SO 016 178.

Journal Cit—Title IX Line; v3-5 Win 1983 - Spring-Summer 1985

Pub Type—Guides - Non-Classroom (055) — Collected Works - Serials (022) — Reports - Descriptive (141)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—Black Achievement, Black Education, Check Lists, \*Educational Administration, Educational History, Educational Opportunities, Educational Research, Educational Trends, Elementary Secondary Education, \*Equal Education, Females, Higher Education, Human Resources, Industrial Arts, Mathematics Achievement, Nondiscriminatory Education, Program Descriptions, Resource Materials, Rural Areas, \*Sex Fairness, \*Sexual Harassment, Teacher Burnout, \*Vocational Education

Identifiers—United States (South)

"Title IX Line" is a periodic publication of The Center for Sex Equity in Schools, a desegregation assistance center funded by the U.S. Department of Education pursuant to Title IV of the 1964 Civil Rights Act. Each issue is devoted to a separate topic. This compilation of 9 sequential issues treats the following themes: (1) vocational issues; (2) women in administration; (3) comparative analysis of sex equity in the U.S. and Great Britain; (4) sexual harassment; (5) American women and work; (6) sex equity as a public policy issue; (7) women and sports; (8) comparable worth; and (9) women in literature: historical images of work. (RM/FAC)

**ED 257 691**

**SO 016 283**

Thomas, R. Murray. And Others

**Incidents Unsuitable for Moral Education.**

Pub Date—85

Note—15p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Communism, Comparative Education, \*Controversial Issues (Course Content), Critical Thinking, Curriculum Development, Democracy, Developed Nations, Developing Nations, Educational Research, \*Ethical Instruction, \*Foreign Countries, Instructional Materials,

\*Moral Issues, Political Issues, Secondary Education, Social Problems, Textbook Preparation, \*Values Education

Identifiers—Moral Reasoning

Educators from over 30 countries judged the suitability of incidents in moral education in the context of their native environment. Participants were 54 secondary school principals or teachers, most of whom were graduate students or married to graduate students at the University of California, Santa Barbara. They were given descriptions of 23 incidents and asked which would be acceptable as lessons and which would not. For those incidents judged unsuitable, respondents indicated why by choosing among given criteria. Participants also judged whether certain types of behavior were serious issues in their native societies. The incident topics cited most often as unsuitable by the respondents were adultery (75 percent) and implied premarital sexual behavior (45 percent). Topics deemed most suitable were ones concerning cheating on homework assignments (96 percent) and a poor person stealing some of a rich man's property (88 percent). Approximately 83 percent of the issues regarded as important in the societies were judged as suitable for discussion by students. In general, more respondents from the Western democracies listed a higher proportion of important issues as being appropriate for discussion than did respondents from non-Western and Communist nations. Implications for textbook writers and for teachers are discussed. (RM)

**ED 257 692**

**SO 016 337**

Little, Timothy H.

**Alternative Programs in Teacher Education and Social Studies Methods Course Design: A Case Study.**

Pub Date—Nov 84

Note—14p; Paper presented at the Annual Meeting of the National Council for the Social Studies Teacher Education Special Interest Group (64th, Washington, DC, November 15-19, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Case Studies, Citizenship Education, Citizenship Responsibility, Course Content, Course Descriptions, Curriculum Design, \*Curriculum Development, Decision Making, Educational Innovation, \*Educational Strategies, Experimental Curriculum, Experimental Programs, Higher Education, Individual Differences, Instructional Development, Legal Education, \*Methods Courses, Models, \*Nontraditional Education, \*Social Studies, Teacher Developed Materials, \*Teacher Education Programs

This case study describes the development of elementary social studies methods courses appropriate for two new alternative Michigan State University teacher education programs entitled "Learning Community" and "Multiple Perspectives." The "Learning Community" program prepares teachers to teach school subjects effectively while focusing upon the concomitant need to promote personal and social responsibility among students. The "Multiple Perspectives" program focuses upon teacher decision making, giving attention to decisions regarding instructional design, instruction, individual differences, and group development. Several tension points emerged in the effort to develop methods courses that were consistent with the goals of the two target alternative programs. Conflict centered around differing conceptions of social studies in the schools where students were required to do field work and in problems of designing methods courses within the thematic framework upon which each of the alternative courses was based. How these issues were resolved is discussed, and the social studies literature that provided intellectual models in the design of the two methods courses is described. A topical structure of each methods course is provided. (RM)

**ED 257 693**

**SO 016 389**

Neihanson, Charles E. Skelly, James M.

**The Social Construction of the Soviet Threat.**

Pub Date—Aug 84

Note—72p; Paper presented at the Annual Meeting of the American Sociological Association (79th, San Antonio, TX, August 26-31, 1984).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Diplomatic History, \*Disarmament, Foreign Countries, \*Foreign Policy, \*Interne-

tional Relations, \*Political Attitudes, War, World Problems

Identifiers—\*United States, \*USSR

For almost 40 years the perception of a Soviet threat has influenced much foreign and domestic political behavior in the United States. How to respond to the threat has been a subject of intense debate, but the reality of the threat has been taken for granted. Conviction about the reality of this threat dates back to George Kennan's long telegram of 1946 in which he described what he believed to be the Soviet world view, one dominated by an unrealistic appraisal of Western intentions, governed by internal considerations, and dedicated to total destruction of rival power. This perception of the Soviet Union provided a justification, previously lacking, for an American military buildup and a new foreign policy stance toward the Soviet Union. This occurred at a time when the United States felt uncertain about its own position in the world; the atomic bomb had just been developed, and important changes were occurring in the American political and economic system. To call into question our conviction about a Soviet threat would call into question the entire military industrial system which has developed in the United States since World War II and would force us to rethink our goals once again. (IS)

ED 257 694 SO 016 402

Merryfield, Merry Hutton, Deborah

Improving the Teaching of Contemporary Europe: A Textbook Study [and] Improving the Teaching of Contemporary Europe: Conference Highlights

Social Studies Development Center, Bloomington, Ind.

Pub Date—Oct 83

Note—11p.; Papers presented at the Conference on Improving the Teaching of Contemporary Europe (Bloomington, IN, October 20-21, 1983), co-sponsored by the West European Center and the Social Studies Development Center and supported in part by the Atlantic Council.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Educational Needs, Educational Practices, \*European History, Futures (of Society), Geography Instruction, \*Instructional Improvement, \*Modern History, Secondary Education, \*Textbook Content, \*Textbook Evaluation, \*Textbook Research, Textbooks, United States History, World History

Results of a textbook study to determine what U.S. secondary school students are learning about contemporary Europe are presented, and highlights of the "Conference on Improving the Teaching of Contemporary Europe" at which the study was presented are summarized. A sampling of secondary school geography, world history, and U.S. history textbooks was reviewed. Contemporary Europe—defined as post-World War II Western Europe—received scant attention in the textbooks. The world history books devoted less than 5 percent to this period of European history; the U.S. history texts less than 3 percent; and the geography texts from 5 to 12 percent. The conference was organized under three broad themes: (1) current treatment of Western Europe; (2) issues in teaching about contemporary Europe; and (3) resources and challenges in improving the teaching about contemporary Europe. Summaries of presentations on each of these themes and major points offered by participants in reaction to each presentation are provided. The report concludes with a list of major recommendations of participants concerning ways to improve the teaching of European history. (RM)

ED 257 695 SO 016 441

Merikangas, Robert J.

The Nobel Peace Prize and Peace Studies. "Styles of Leadership: An Undergraduate Course Based upon the Prize."

Pub Date—Mar 85

Note—21p.; Paper presented at the Annual Convention of the International Studies Association (26th, Washington, DC, March 5-9, 1985).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Conflict Resolution, Course Descriptions, Higher Education, \*Individual Characteristics, International Education, Leadership, \*Leadership Styles, \*Peace, Political Science, \*Student Projects, Undergraduate Study

Identifiers—\*Nobel Prizes, \*Peace Studies

An undergraduate honors course on the Nobel Peace Prize winners at the University of Maryland focuses on styles of leadership and includes three main areas of attention: (1) the inner journey, or heart of the peacemaker, (2) leadership exercised through organizations and movements, and (3) the rhetoric of the leader. The course was divided into a sequence in which each part corresponded to one of these three areas. Different prize winners were emphasized in each of these sections. The course was also designed to test different concepts of leadership and to see if the Nobel Prize winners could offer viable options for the lives of the students in the course. The weekly seminars mixed the study of the laureates, critical and analytic work, and activities such as a field interview project. Students also prepared papers for discussion at the seminar. Reports covered a wide range of possible topics dealing both with individual peace leaders or with the general topic of leadership. The biographic approach used in this course appeared to be fruitful for the development of peace studies. The course description and syllabus are provided in appendices. (IS)

ED 257 696 SO 016 443

DiMaggio, Paul

The Careers and Opinions of Administrators of U.S. Art Museums, Resident Theatres, Orchestras, and Local Arts Agencies.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—Apr 85

Grant—NEA-02-4050-001

Note—204p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—\*Administrator Attitudes, \*Administrator Characteristics, Administrator Qualifications, \*Administrators, \*Attitude Measures, \*Careers, \*Fine Arts, Museums, Orchestras, Public Agencies, Social Science Research, Surveys, Theaters

Addressed to practitioners, donors, and policy makers, this document describes and compares responses to survey questions administered to top managers of resident theaters, art museums, symphony orchestras, and local arts agencies. Chapter 1 discusses research methodology and design. Organizations participating in the project included 102 theaters, 113 orchestras, 132 art museums, and 171 community arts agencies. Chapter 2 looks at family backgrounds, educational preparation, and career experiences of arts administrators. Chapter 3 considers career satisfaction and expectations for future employment. Chapter 4 analyzes questions about the preparation arts administrators receive for their positions. Chapter 5 looks at such professional participation outside the administrator's own organizations and examines attitudes about professionalism. Chapter 6 analyzes administrators' attitudes towards the missions of their organizations. Chapter 7 discusses specific themes that emerge from the previous chapters, and considers the implications of these themes for practitioners and policy makers. (IS)

ED 257 697 SO 016 444

Mayton, Daniel M., II

"The Day After": A Quasi-Experimental Study of Its Impact.

Pub Date—Aug 84

Note—22p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). For related documents, see SO 016 445-446.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Attitude Change, Attitude Measures, \*Disarmament, Higher Education, \*Mass Media Effects, \*Nuclear Warfare, Psychological Studies, Psychology, Questionnaires, Social Science Research, \*Student Attitudes, Undergraduate Students

Identifiers—Day After (The)

This study was designed to determine the effects of watching the television film, "The Day After," on the attitude toward nuclear warfare and arms reduction of 105 undergraduate students. Students participating chose whether or not to watch the film. All participants completed questionnaires before and after the showing of the film. Eight variables were identified as accounting for 59 percent of the vari-

ance in responses. These were attitudes toward (1) a preemptive first strike, (2) civil defense plans, (3) escalation policies, (4) retaliation policies, (5) the probability of nuclear war, (6) the impact of individuals on policy, (7) the destructiveness of nuclear warfare, and (8) the survivability of nuclear warfare. Despite preshown consensus among nuclear freeze and prodeterrence groups that the film would lead to increased support for a slowdown in the arms race and a nuclear freeze, the attitudes of students in this survey showed little change. Only in their support for a preemptive first strike did student attitudes change in the expected direction. Their attitudes toward the other seven variables remained the same. The questionnaire used in the study is appended. (IS)

ED 257 698 SO 016 445

Mayton, Daniel M., II

Personality Correlates of Nuclear War Threat Perception.

Pub Date—20 Apr 85

Note—23p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Jose, CA, April 20, 1985). For related documents, see ED 245 979-980 and SO 016 444-446.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Higher Education, \*Nuclear Warfare, Personality Measures, \*Personality Traits, Psychological Studies, Psychology, Social Science Research, \*Student Attitudes, Undergraduate Students

This study investigated the relationship between individual personality characteristics and the threat of nuclear war among 192 introductory psychology students at a small college in the Pacific Northwest. One measure of nuclear threat perception was spontaneous concern, which was assessed using five presentations each of the incomplete sentences, "I worry about..." and "One of my fears regarding the future is..." Three more measures of threat perception were obtained from a modified world affairs questionnaire. The relationships between these perceptions and selected personality traits were consistent with many of the expectations held by psychologists regarding the impact of nuclear war. The perception of nuclear war as a higher probability event was associated with lower general self-esteem, lower evaluations of one's emotional stability, lower self-control, and a lowered sense of well-being. Spontaneous expression of concern about nuclear war was also related to lower general self-esteem. The roles of authoritarian personality and conservatism are also mentioned in terms of Lifton's (1980) discussion of denial and what he calls "nuclearism." (Author/IS)

ED 257 699 SO 016 446

Nelson, Linden L. Slem, Charles M.

Attitudes about Arms Control and Effects of "The Day After."

Pub Date—Aug 84

Note—19p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). For related documents, see SO 016 444-445.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Attitude Change, Attitude Measures, \*Disarmament, Higher Education, \*Mass Media Effects, \*Nuclear Warfare, Psychological Studies, Psychology, Social Science Research, \*Student Attitudes, Undergraduate Students

Identifiers—Day After (The)

An 18-item questionnaire was designed to investigate relationships between attitude towards arms control and beliefs about nuclear weapon effects, probability of war, Soviet goals, and the importance of nuclear arms superiority. Effects of the television movie, "The Day After," were also assessed by administering the questionnaire eight days before the movie was shown and ten days afterward. The subjects, 370 lower-division university students, were not informed of the study's purposes and were asked if they had seen the film after the second administration of the questionnaire. Results from the first questionnaire indicated that scores on arms control attitudes correlated with concern about nuclear arms superiority. Scores on opinions about Soviet arms control intentions, probability of nuclear war, and effects of nuclear war also correlated signifi-



cantly with arms control attitudes. Only students who had seen the movie became significantly more anxious about nuclear war and more convinced about its harmful effects. However, the movie had no significant effect on attitude toward arms control because it neither addressed nor affected a number of other important components in the network of beliefs that influence attitude toward arms control. (Author/IS)

ED 257 700 SO 016 448

Strubbe, Elzina  
Wilhelm von Humboldt's Idea of "Bildung" and Education.

Pub Date—77

Note—56p.; Master's Thesis, University of London.  
Pub Type—Dissertations/Theses—Masters Theses (042)—Historical Materials (060)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Educational History, \*Educational Philosophy, Elementary Secondary Education, European History, Higher Education, Human Dignity, Individual Development, School Role Identifiers—Enlightenment Thought, \*Humboldt (Wilhelm von)

The importance of Wilhelm von Humboldt's work in educational philosophy is little known outside of Germany and even there he is more often criticized than praised. This is unfortunate because his contributions to education and other areas had an important impact on other philosophers of his period and are well worth considering today. In his main work, "Ideen zu einem Versuch die Grenzen der Wirklichkeit des Staates zu bestimmen," Humboldt envisages education extending throughout an individual's life. Education would not be limited to the wealthy but would be available to all. The reform of the individual would then bring about the reform of the state by peaceful means. In these ideas and others, Humboldt was strongly influenced by Hellenistic ideals as well as the philosophers of the Enlightenment. Education was seen as a process of developing individual consciousness and one which should not be contaminated by becoming the instrument of such forces as the economy, the government, or even the universities. Although Humboldt's ideas were not successfully implemented, the issues he raised about the importance of education and the role of educational institutions remain with us. (IS)

ED 257 701 SO 016 451

La Brack, Bruce

State of the Art Research on Re-Entry. An Essay on Directions for the Future.

Pub Date—Mar 85

Note—35p.; Paper presented at the Annual Convention of the International Studies Association (26th, Washington, DC, March 5-9, 1985).  
Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Course Descriptions, \*Cross Cultural Training, \*Culture Contact, Foreign Countries, Higher Education, \*International Educational Exchange, \*Research Needs, Social Science Research, \*Student Needs, Study Abroad, Travel

Although more and more people are living in other cultures for extended periods and facing both culture shock in the new environment and re-entry into the old environment, little serious study has been conducted on how people readjust to their home environment after having lived in another culture. Only in the last decade have researchers begun to define and consider the problems of re-entry and reverse culture shock. This has occurred partly because re-entry has not been perceived as a problem and partly because in some cultures admission of difficulties with re-entry is seen as unpatriotic. In the research that has been conducted there are problems, principally overgeneralizations from the samples of Americans who have lived abroad. Little is known about how different types of societies or different levels of development affect the process or how observed changes among returnees differ from normal maturational processes. More rigorous research on readjustment is recommended as well as programs to aid in the transition back from life in a foreign culture. Thus far such programs have been far less common than ones preparing people to live abroad. Syllabi for two seminars designed for college students planning to live in foreign countries and returning home are also included. (IS)

ED 257 702 SO 016 452

Best, John Hardin

The Retreat from Equity in American Education.

Pub Date—Mar 85

Note—12p.; Paper presented at the Annual Convention of the International Studies Association (26th, Washington, DC, March 5-9, 1985). Drawn from an extended work entitled "Reforming America's Schools: The High Risks of Failure," Teachers College Record; v86 n2 Winter 1984.

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Economic Factors, Educational Discrimination, Educational History, \*Educational Needs, Educational Quality, Elementary Secondary Education, \*Equal Education, International Relations, Minority Groups, Nondiscriminatory Education

Evidence is overwhelming that in spite of our rhetoric of equality of opportunity, American schools have endorsed and promoted the children of advantage and restrained and discouraged those of disadvantage. Our rhetoric of equality of opportunity, our American dream, is at stake. This concern is reflected fundamentally in the current national reports on education. At risk in the decline of America's schools is our leadership in technology and production, our economic prosperity, the loss of military security abroad, and the disintegration of civil and social order at home. The burden placed on the schools is staggering in that the health and well-being of the whole society seems to rest on their success or failure. The failure of our schools will mean the end of our vision of achieving the just society. Americans need to examine what a society such as ours means by a standard of excellence in schooling. We need to consider the social ideas that we hold for ourselves, the standard of equity that we have always maintained to be important to our society's well-being in relation to our ideas of excellence. Above all, American society must stem the tide of our retreat from equity. (RM)

ED 257 703 SO 016 455

Injustice Under the Law: The Impact of the "Grove City College" Decision on Civil Rights in America.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women; Disability Rights Education and Defense Fund, Washington, DC; NAACP Legal Defense and Educational Fund, Inc., New York, NY; National Women's Law Center, Washington, DC; NOW Legal Defense and Education Fund, Washington, DC. Project on Equal Education Rights.

Pub Date—85

Note—9p.

Available from—Project on Equal Rights Education, 1413 K St., N.W., 9th Floor, Washington, DC 20005 (\$3.00).

Pub Type—Information Analyses (070)—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Civil Rights, Court Litigation, Elementary Secondary Education, Equal Opportunities (Jobs), Federal Aid, \*Federal Legislation, Feminism, Futures (of Society), Postsecondary Education, \*Racial Discrimination, \*Sex Discrimination

Identifiers—\*Grove City College v. Bell, Supreme Court, Title IX Education Amendments 1972

The ramifications of the Supreme Court ruling on "Grove City College v. Bell," which narrowly interpreted Title IX of the Education Amendment of 1972 are discussed. Title IX protects the rights of women and girls in educational programs or activities receiving federal financial assistance. In the case, the Supreme Court held that a college whose sole source of federal money is in the form of student financial aid is required by Title IX to prohibit discrimination in its student financial aid program only. Under the new ruling the rest of the institution is free to discriminate. The impact of the ruling was immediate, as illustrated by examples taken from actual cases of how the decision has affected students and employees and has hampered federal enforcement activities. In one instance, the Department of Education dropped sex discrimination charges against the University of Maryland's intercollegiate athletics program because the athletics program did not receive direct federal funding. The authors warn that the potential for future discrimination is virtually unlimited and provide illustrations of discrimination that was illegal before the

"Grove City" decision but that could now be interpreted as legal based on the outcome of that case. (RM)

ED 257 704 SO 016 456

Caplow, Theodore

The Feasibility of World Government: A Research Assignment for the Social Sciences.

Pub Date—Aug 84

Note—17p.; Paper presented at the Annual Meeting of the American Sociological Association (79th, San Antonio, TX, August 27-31, 1984). Prepared for the thematic session on "The Role of Sociologists in the Nuclear Debate."

Available from—Theodore Caplow, Dept. of Sociology, University of Virginia, Charlottesville, VA 22903 (free).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Global Approach, Higher Education, International Cooperation, Nuclear Warfare, Peace, Research Needs, \*Research Opportunities, \*Social Sciences, Student Research, \*World Affairs, World Problems

Identifiers—\*World Government

Solutions to the problems associated with the establishment of a world government offer opportunities for empirical research and informed reflection. A world government of some kind will very likely supersede the existing international order within the next few decades. Only two possible forms of world government currently appear to be possible: (1) a world empire, established by conquest, or (2) a world federation, established by the agreement of sovereign states. Of these two, the world empire is perhaps more probable. The fascinating problem of world government has been largely ignored by social scientists. This neglect may be attributed to several factors. For example, daily policies of most of the world's existing states are not by any means directed toward the eventual surrender of their sovereign powers. As soon as we begin to take seriously the possibility that a world government might be established, many typical research questions arise. Possible topics include the extent to which diverse politics can be accommodated within a sovereign federation, methods for resolving succession in the component states of a sovereign federation, and methods for changing the constitutions of component states in a sovereign federation and determining the necessary minimum powers of a sovereign federation. (RM)

ED 257 705 SO 016 473

Zeldin, Michael

The Challenges of Autonomy: Curricular Decisions in Reform Jewish Day Schools.

Pub Date—Mar 85

Note—48p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Course Content, \*Curriculum Development, Curriculum Research, \*Decision Making, Educational Practices, Elementary Secondary Education, \*Parochial Schools, Private Education, Religious Education, \*Values Identifiers—\*Jewish Day Schools

This study examined the process by which Reform Jewish day schools translate philosophy into curriculum. A Reform day school is defined as a full-time school that encompasses both secular and Jewish studies, extends at least from kindergarten through grade six, and is sponsored by one or more Reform congregations. Seven schools participated. Research methodology included observation, interviews, and the analysis of school documents. By looking at how key actors in the school viewed the curriculum, the researchers developed both a portrait of the schools and their curriculum, as well as an explanation of the role values played in the development of the curricula. Case studies of two schools are presented. In order to maintain the anonymity of the schools, composite portraits were drawn based on data from several schools. Two sets of factors were identified as the keys to understanding curriculum processes at these schools: (1) the culture of the school, i.e., its history, the self-perception and self-definition upon which the school operates, the character of the larger institution of which the school is part, and the way in which the

school perceives the educational milieu in the surrounding community; and (2) the school's relation to Reform Jewish philosophy and institutions. (RM)

ED 257 706

SO 016 474

Beer, Valorie

Curriculum in Museums.

Pub Date—Apr 85

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Appreciation, \*Curriculum Development, Educational Research, Elementary Secondary Education, Experiential Learning, Heuristics, Models, \*Museums, \*Nonschool Educational Programs, Postsecondary Education, \*Student Behavior

Identifiers—Study of Schooling (A)

The purposes of this study were to describe and define nonschool education according to curricular elements, suggest relationships between school and museum curricular elements and perspectives, and construct a heuristic device for curriculum elements and perspectives that will guide further study. Using a curricular model from "A Study of Schooling" (Goodlad and Associates 1979), nine curriculum variables (goals and objectives, materials, content, learning activities, strategies, evaluation, grouping, time, and space), and two perspectives (formal and experiential) were considered. Ten metropolitan museums were analyzed for 160 hours. A total of 1,686 visitors were observed and 12 full-time professional curators were interviewed. Using an observation guide to determine the experiential perspective of museum visitors and an interview guide to determine the formal perspective of curators, data were analyzed and categorized. Findings show that (1) visitors who had casual or social goals read the same amount of text, engaged in the same number of activities, and experienced as many displays as did knowledge-seeking visitors, (2) displays that combined materials drew the most attention, especially if they included visual, auditory, and tactile materials, (3) watching other visitors operate a device was preferred over reading directions for its use, and (4) as many as half the displays were skipped entirely. Implications for curriculum planning in museums and a heuristic device for the study of curriculum are discussed. Definitions, study instruments, and references are also provided. (LH)

ED 257 707

SO 016 475

Ariax, Tamara

Collaborative School-Based Curriculum Development: A Case Study.

Pub Date—Mar 85

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Cooperative Planning, \*Curriculum Development, Educational Research, Elementary Secondary Education, \*Interdisciplinary Approach, Literature Reviews, \*Participative Decision Making, Religious Education, \*Teacher Participation

Identifiers—Jewish Day Schools

Addressed to teachers, administrators, and researchers, this study discusses the philosophy behind collaborative school-based curriculum development and the results of an attempt to implement this type of curriculum development. This multi-disciplinary approach offers a way to combine the advantages of both centralized and localized decision making by bringing together the teacher's classroom expertise and the researcher's knowledge of theory and research methods. In this approach, the curriculum is planned and developed by, in, and for local schools, but the centralized agency provides resources, coordination between schools, supervision, leadership, and expertise. At different stages in the process the agency and the school have different levels of involvement, but shared responsibility exists at all times. The case study focuses on the attempt to develop a curriculum for Orthodox Jewish day schools that would encourage compassion among students. While difficulties developed, particularly in establishing trust and constructive working relationships among participants from dif-

fering backgrounds, positive results outweighed the difficulties encountered. This approach is recommended for future projects, even though the case study is not yet complete. (IS)

ED 257 708

SO 016 479

Meany, David P. And Others

Curriculum on Aging: An Intergenerational Program for Grades K-6. An ESEA Title IV-C Project.

San Diego County Dept. of Education, Calif.

Pub Date—Nov 82

Note—322p.; Kit available in the form of a student activity card file and accompanying teacher booklets.

Available from—San Diego Office of Education, 6401 Linda Vista Rd., San Diego, CA 92111 (\$80.00 per kit).

Pub Type—Guides - Classroom - Learner (051)—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Aging (Individuals), \*Aging Education, Annotated Bibliographies, Art Education, Attitude Change, Elementary Education, Glossaries, Health Education, Inservice Teacher Education, \*Interdisciplinary Approach, Language Arts, Learning Activities, Mathematics Education, Music Education, Physical Education, Reading Instruction, Resource Materials, Science Instruction, Social Studies, Staff Development, Writing Instruction

Identifiers—\*Intergenerational Programs

This curriculum guide presents 200 activities designed to change children's negative attitudes about the elderly. The activities, many of which use cross generational teaching, are organized around four themes of aging: the process aging; aging in the United States; the image of aging; and preparation for aging. Interdisciplinary in nature, the activities are provided for use in art, health, language arts, math, music, physical education, reading, science, social studies, and writing instruction. Information provided for each activity includes subject area, objectives, materials needed, time required, and teaching procedure. Additional resources preceding the activities include an introduction to the curriculum, a staff development guide, a discussion of how to use senior citizens as school volunteers, a discussion of common misconceptions about aging and the elderly, a bibliography of books, films, agencies, and organizations, and classroom activities for extending the curriculum. (RM)

ED 257 709

SO 016 482

Clarke, Wentworth Green, Frederick E.

Contemporary Initiatives in Social Studies Education.

Report No.—ISBN-0-89777-137-0

Pub Date—85

Note—300p.

Available from—Social Issues Resources Series, Inc., P.O. Box 2507, Boca Raton, FL 33427 (\$12.95).

Pub Type—Collected Works - General (020)—Books (010)

Document Not Available from EDRS.

Descriptors—Basic Skills, \*Comparative Education, Content Area Reading, Definitions, \*Educational Innovation, Educational Practices, Elementary Secondary Education, Futures (of Society), Geography Instruction, \*Gifted, \*Global Approach, History Instruction, Map Skills, \*Skill Development, \*Social Studies, Study Skills, Teacher Education, Teaching Methods, Textbook Evaluation

Identifiers—Wesley (Edgar)

Intended as an innovative methods text to aid teachers in training as well as teachers in practice, 36 essays written by "outstanding contemporary leaders in social studies education" selectively address important areas currently shaping a new, "more mature," social studies. Five essays in chapter I review current attempts to define social studies, with three authors specifically focusing on E.B. Wesley's classic definition of social studies. Eleven essays in chapter II focus on social studies skills and skill development. The section provides not only usable techniques but also a rationale arguing for a new attention to skills in social studies. Chapter III presents seven essays dealing specifically with initiatives in global education. Three essays giving a rationale for global education are followed by essays on the status of global education in Nigeria, Japan, and England, and a case study of two teachers with cross-cultural experience. The four essays in chapter IV examine initiatives for the gifted in social studies

education, including social studies curriculum integration, role playing, the development and application of innovative materials, and implications of brain research for gifted education in social studies. The final section presents nine essays on social studies initiatives in other lands. Five essays focusing specifically on social studies in England are accompanied by reports on social studies in Nigeria, Canada, Poland, and China. (LH)

ED 257 710

SO 016 483

Haax, Mary E. Clary, Eldon

The Perception of Other Nations by Students in Northwestern Arkansas.

Pub Date—15 Mar 85

Note—28p.; Research supported by a grant from Arkansas Tech University.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Achievement, Cognitive Development, Course Content, Curriculum Design, Elementary Secondary Education, \*Foreign Countries, \*Geography Instruction, Grade 4, Grade 8, Instructional Improvement, International Education, \*Social Studies, \*Student Attitudes

Identifiers—\*Arkansas

This paper discusses how fourth- and eighth-grade students in rural Arkansas perceive other countries. Students in fourth grade (N=153) chose among 22 terms to describe Canada, China, Egypt, England, France, Israel, Japan, Mexico, Russia, Spain, and the United States. Eighth graders (N=90) were asked to describe separately a set of nations and their people. They were asked about the same countries as the fourth graders except that Canada was omitted and East Germany and India were added to the list. Fourth graders knew more about the United States than about the other countries. Canada was the foreign country they knew the most about and the only one characterized as "like us." The only nation characterized as "warlike" and "unfriendly" was Russia. Eighth graders showed stronger opinions about some countries than did fourth graders, but like them, knew most about the United States. The foreign countries they knew the most about were England, France, and Russia; little was known about Egypt, Israel, East Germany, and Mexico. Concepts associated with geography and economics were discussed more accurately than ones associated with history and political science. (IS)

ED 257 711

SO 016 484

Davis, E. Dale

Selected High School History Teachers' Suggestions for Teaching Reading and Study Skills Needed in High School History Classes.

Pub Date—85

Note—16p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Area Reading, Course Content, Curriculum Design, Educational Objectives, High Schools, \*History Instruction, Instructional Improvement, \*Interdisciplinary Approach, Literature Reviews, \*Reading Skills, Skill Development, Social Studies, \*Study Skills, Teacher Attitudes, Teacher Education, Teaching Methods

A summary of recommendations from the recent literature dealing with reading and study skills in high school history and social studies and data from interviews with high school history teachers are presented. The literature search revealed that little teaching of reading and study skills is done in high schools but that history and social studies classes may be logical places for this to occur. Teachers who had done graduate work in history and who had also received advanced training in teaching reading and study skills made the following recommendations: (1) provide materials that are appropriate for the course and the student's reading level; (2) help students understand why they are reading the material; (3) teach students to grasp and retain main ideas and relevant details; (4) help students master special vocabulary, terminology, and concepts in history; (5) help students use textbooks and reference materials effectively; (6) help students learn to read critically; and (7) teach students to use pictorial and graphic aids and materials provided by authors. These recommendations indicate that history teachers who have received training in reading instruction and study skills can suggest specific practices which may be of use to other teachers. (Author/IS)

ED 257 712

SO 016 485

Feinberg, Gary. Khosla, Dinesh.

**The Judiciary Confronts the Elderly Defendant: A Study of Judicial Beliefs, Attitudes and Responses Concerning Crimes Committed by Persons Sixty Years of Age and Older.**

Pub Date—Nov 84

Note—42p; Paper presented at the Gerontological Society of America Convention (San Antonio, TX, November 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Age Discrimination, \*Attitude Measures, Correctional Rehabilitation, Crime, \*Criminals, \*Judges, \*Older Adults, Questionnaires, \*Sentencing, Social Problems, Social Science Research

Identifiers—Florida, Shoplifting

The goals of this study of the relationship between judges and elderly offenders were: (1) to describe beliefs and attitudes held by judges about the elderly and elderly delinquents, (2) to catalogue sanctions judges use and recommend as ideal for elderly shoplifters and other elderly misdemeanants, and (3) to poll judges about their willingness to accord special treatment to the elderly. Of the 112 judges sitting on Florida's County Court Bench, 97 answered a five-part questionnaire which asked about judicial beliefs, general attitudes toward the elderly, attitudes about the reasons for shoplifting, willingness to accept an intervention program for elderly offenders, and demographic information. Findings indicated that the majority of judges believe the elderly are not shown enough respect but that society does not have an obligation to help them if they need help. They recognized that the elderly suffer more during economic hard times than others but they vary in attitudes about differential treatment for elderly shoplifters. In actual sentencing judges used different sanctions but saw pretrial intervention or counseling as ideal methods. They cited psychological problems and financial need as the major causes of elderly shoplifting. Demographic characteristics of the judges did not appear to be related to willingness to use pretrial intervention. (IS)

ED 257 713

SO 016 486

Peterson, Linda Walsh, Tom

**We Are One: Bankruptcy. Teacher's Guide.**

Nebraska State Dept. of Education, Lincoln. Div. of School Assistance & Support.

Pub Date—83

Note—56p; For related document, see SO 016 487. Available from—Great Plains National ITV, P.O. Box 80669, Lincoln, NE 68501 (\$2.00). Accompanying videotapes also available (purchase, \$130.00; one week rental, \$30.00; self dub purchase, \$75.00).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Family History, Grade 4, \*History Instruction, \*Immigrants, Intermediate Grades, \*Land Settlement, Learning Activities, Life Style, \*Local History, Quality of Life, Social History, Social Studies, Teaching Guides, United States History

Identifiers—Nebraska, Nineteenth Century, \*Pioneer Life, Scandinavians

Designed to provide a historically accurate look at pioneer life on the Great Plains, this guide for fourth grade teachers describes the life of the Hanson family who leave Scandinavia in the 1880's for the promise of a free quarter section of land in Nebraska. By focusing on a fictitious family representative of thousands of families that migrated from Europe to the United States, students are provided with an intimate look at pioneer life. Although intended for use with a series of eight 15-minute telecasts, this teacher's manual provides telecast summaries and pre- and post-telecast activities that can be used independently of the telecasts. Lessons begin with the present and work back in time. Students examine their own situation, compare and contrast it with a particular moment in the past, make generalizations, analyze, and draw conclusions. Teachers prepare for lessons by reading to students from the "Life Book of Carolina Hanson," a principal character in the pioneer family. A grid showing objectives for each lesson is followed by an activity in which students develop a "Life Book" of their own personal histories. Eight lessons focus on the decision to migrate, getting to Nebraska, getting established, the difficulty of daily life, health care, pioneer schools, personal disasters, and cultural her-

itage. Activities are provided as reproducible student pages. (LH)

ED 257 714

SO 016 487

Peterson, Linda Walsh, Tom

**We Are One: Los Peregrinos Modernos. Unit IV. Teacher's Guide.**

Nebraska State Dept. of Education, Lincoln. Div. of School Assistance & Support.

Pub Date—84

Note—55p; For related document, see SO 016 486. Available from—Great Plains National ITV, P.O. Box 80669, Lincoln, NE 68501 (\$3.00). Accompanying videotapes also available (purchase, \$130.00; one week rental, \$30.00; self-dub purchase, \$75.00).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Ethnic Groups, Grade 4, History Instruction, \*Immigrants, Intermediate Grades, \*Land Settlement, Laotians, Latin American Culture, \*Latin Americans, Learning Activities, \*Local History, Migration, Political Attitudes, Puerto Ricans, Quality of Life, \*Refugees, Social Studies, Teaching Guides

Identifiers—Nebraska

Designed to provide a historically accurate look at contemporary political refugees in Nebraska, this teacher's guide traces the life of the Martinez family from their native home in Latin America, through their difficult journey to the United States, to their settlement in Omaha, Nebraska. By focusing on a fictitious family representative of refugees that migrate from Latin America to the United States, students are provided with an objective look at these "modern pioneers" (los peregrinos modernos). Although intended for use with a series of eight 15-minute telecasts, the teacher's manual provides lessons that can be used independently of the telecasts. Designed for students in grade 4, lesson plans include objectives, pretecast lessons, a description of the telecast, and immediate and extended follow-up questions. Students respond to an hypothetical situation by playing the role of reporter and responding to thought-provoking questions provided on reproducible "Reporter's Notebook" worksheets. Lessons focus on why people are refugees in the modern world, U.S. policies and attitudes toward refugees, the difficulty of assimilation, prejudice and discrimination, difficulties encountered by children in school and second language speakers, financial hardships and harsh winters, economic hardships, and cultural diversity. The guide concludes with two true stories about modern pioneers from Laos and from Puerto Rico. (LH)

ED 257 715

SO 016 489

Scow, F. Wm.

**Environmental Sense Box: A Strategy for Helping Elementary School Students Understand Abstract Environments through Concrete Learning Activities.**

Pub Date—Mar 85

Note—12p; Paper presented at the Great Lakes Regional Conference of the National Council for the Social Studies (Cedar Rapids, IA, March 29, 1985).

Pub Type—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Discovery Learning, Elementary Education, \*Geography Instruction, Global Approach, Instructional Improvement, Instructional Materials, Learning Activities, \*Sensory Experience, Teaching Methods

This paper suggests a technique for the development, collection, and organization of materials that will aid learning through the use of the senses by building an environmental sense box. England is used as an example of a place that provides many sensory experiences which can be duplicated in such a box. The box can be made from a cardboard storage carton decorated with cutouts of the place to be studied. The contents of the box should include items which help students experience the place, such as photographs of a variety of people found in the country as well as natural and man-made features; tape recordings of street sounds, spoken language, radio and television programs, music, and environmental sounds; items such as cloth, which can be touched; things with a characteristic smell; and foods. (IS)

ED 257 716

SO 016 490

**Strategy for Peace 1984. The Stanley Foundation US Foreign Policy Conference Report (25th,**

Annapolis, Maryland, October 11-13, 1984). Stanley Foundation, Muscatine, Iowa.

Pub Date—Oct 84

Note—65p; For related document, see ED 228 150. Photographs may not reproduce clearly. Available from—The Stanley Foundation, 420 East Third St., Muscatine, IA 52761 (free).

Pub Type—Collected Works—Proceedings (021) EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Conflict Resolution, Developed Nations, Developing Nations, \*Disarmament, Economic Development, \*Foreign Policy, International Cooperation, \*International Relations, National Defense, National Security, Nuclear Warfare, \*Peace, Satellites (Aerospace) Identifiers—UNESCO, United States, USSR, Weapons

Proceedings are summarized of a conference in which 62 foreign policy professionals met to recommend strategies for peace in the area of U.S.-Soviet competition in the Third World, space weapons and arms control, objectives of U.S. economic and security assistance, and the United States and UNESCO. Four sections focusing on each of these areas are presented. Section 1 examines the history and development of U.S. and Soviet policies toward the Third World, identifies regions with the greatest risk of direct conflict between the United States and the Soviet Union, evaluates the consequences of U.S.-Soviet competition on individual nations and on the world community, and formulates options for U.S. policymakers. The second section deals with fundamental disagreements about U.S. objectives in space, ways to increase satellite survivability, policy alternatives, antisatellite (ASAT) capabilities and ballistic missile defense (BMD) issues, and methods for improving the arms control debate. The third section describes how participant examination of U.S. foreign aid objectives began with an identification of the major problems in the Third World to which economic and security assistance should be directed. Discussion focused on desirable objectives of foreign aid, security and development, and considerations in achieving aid objectives. The final section focuses on pros and cons of the United States' withdrawal from UNESCO. Sixteen suggestions for the United States, for UNESCO member states, and for the UNESCO organization itself conclude the report. (LH)

ED 257 717

SO 016 492

**Managing East-West Conflict: A Framework for Sustained Engagement. Statement of the Aspen Institute International Group.**

Aspen Inst. for Humanistic Studies, New York, N.Y.

Report No.—ISBN-0-89843-063-1

Pub Date—84

Note—40p.

Available from—Aspen Institute for Humanistic Studies, Publications Office, P.O. Box 150, Queenstown, MD 21658 (\$5.00).

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Communism, \*Conflict Resolution, Cultural Exchange, \*Democracy, Disarmament, Economics, Educational Needs, Foreign Policy, Futures (of Society), \*Global Approach, International Cooperation, International Educational Exchange, \*International Relations, International Trade, National Security, Nuclear Warfare, Political Influences, Political Issues, \*World Affairs, World Problems

Identifiers—Cold War, \*East West Conflict, United States, USSR

A framework containing general principles to help industrial democracies deal with the Soviet Union and its allies over the years and decades to come is presented. The direction advocated by the framework is one involving active, sustained, and positive engagement with the East. There are five major parts to the framework. Part I discusses the East-West relationship by examining Western and Soviet premises and priorities. Part II deals with the political relationship between East and West, and contends that the process of steadily increasing contacts and constructive interactions with the East must rest on the twin pillars of firmness and flexibility. Part III deals with the security relationship. Ways to reduce risks, maintain security, curb the arms race, and open a new channel of communication are discussed. International trade is the focus of Part IV which emphasizes that economic relations must be widened. The framework concludes with a discussion of how to cooperate by developing cultural and educational ties between the East and



West, encouraging program exchanges, and using radio and television to present more positive images and attitudes for the youth of both countries. (RM)

ED 257 718 SO 016 493

**Political Science's Responsibility to the Community: A Promise Fulfilled? Anniversary Sessions of the Department of Political Science, University of Illinois (75th, Urbana-Champaign, Illinois, November 20-21, 1981). The Edmund James James Lecture.**

Illinois Univ., Urbana. Dept. of Political Science. Pub Date—84

Note—116p.

Pub Type—Collected Works - Proceedings (021) EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational History, Government (Administrative Body), Government Employees, Higher Education, Intellectual Disciplines, International Relations, Political Science, Public Administration Education, Public Agencies, Public Service Occupations, Responsibility, School Community Relationship

Identifiers—Institutional History, Public Service

This report contains the keynote speech, the panel discussions, and questions (with responses) from the audience for each of two major sessions on the responsibility of political science to the community. The focus of the first session was academic political science and public service. The keynote speaker was William N. Cassella. Panelists were Louie R. Pondy, Clark W. Bullard, and James D. Nowlan. In the second session, the major topic was academia and international relations and the usefulness of the discipline of political science to government service. The keynote speaker was Wei-ping Tsai. Panelists were Dina A. Zinnas, Werner Baer, George T. Yu, and Richard L. Merritt. The report concludes with two interviews—one with Clarence A. Berdahl, the second with Neil Garvey—concerning the history of the political science department of the University of Illinois at Urbana-Champaign. A history of the public administration program at the university, presented by Thomas Page, is also provided. (RM)

ED 257 719 SO 016 497

**Beyond Creating: The Place for Art in America's Schools.**

Getty Center for Education in the Arts, Los Angeles, CA.

Pub Date—Apr 85

Note—89p. Some photographs may not reproduce clearly. For related documents see SO 016 555-557.

Available from—Getty Center for Education in the Arts, 1875 Century Park East, Suite 2300, Los Angeles, CA 90067-2561 (free).

Pub Type—Collected Works - General (020) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Aesthetic Education, Art Appreciation, Art Education, Art History, Case Studies, Comparative Analysis, Educational Change, Educational Needs, Educational Research, Elementary Secondary Education, Program Descriptions, Program Effectiveness, Visual Arts

The purpose of this booklet is to draw attention to the need for a serious visual arts education program, to describe the experiences of seven school districts that are developing such programs, and to discuss the factors and issues involved in revitalizing visual arts instruction. An introductory section summarizes findings from a study in which seven selected school districts were analyzed to identify crucial characteristics of discipline-based art education programs. In the first section, "Art as Language: Its Place in the Schools," Ernest L. Boyer presents a rationale for art education, highlighting the need to include art making, art criticism, art history, and aesthetics in the art curriculum. The second section, "Art is Fundamental," is followed by an essay "The Signals of Art to the Workplace" (William F. Kieschnick), which considers how serious and continuing encounters with art can help individuals become more innovative and "ambiguity-tolerant." The fourth section, "Learning Art: Sketches of Art Education in America's Schools," presents case studies of each of the schools included in the study. The fifth section identifies critical elements in changing art education. The title of the sixth section is "Why Art in Education and Why Art Education" (Elliot W. Eisner). Conclusions are presented in the final chapter, "Moving toward Discipline-Based Art Education," by the Rand Corporation. (LH)

ED 257 720 SO 016 499

Goodson, Iver

**The Making of Curriculum.**

Pub Date—Mar 85

Note—19p. Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Education, Curriculum Design, Curriculum Development, Educational Change, Educational History, Educational Policy, Elementary Secondary Education, Foreign Countries, Higher Education, Intellectual History, Interdisciplinary Approach, Policy Formation

The study of how subjects are or are not accepted for inclusion into the curriculum is an area which has largely been ignored but which offers opportunities for a new integration of historical, sociological, and educational approaches. Some of the areas open for such study include the structural and political factors influencing the making of curriculum, the negotiation of entry and status of the curriculum in schools, and how the curriculum was constructed and reconstructed. Internal and external processes involved in the making of curriculum are identified. The internal processes include invention of the ideas necessary for the creation of the subject and the development of coalitions to promote the subject as a discipline. External processes include the influence of constituencies outside the educational system on the evolution of academic disciplines and curriculum. Combining these internal and external processes allows for the development of an evolutionary model of the political processes involved. Stages in this process include the invention of a new subject, promotion of the subject by those interested in seeing it adopted, legalization or acceptance, and mythologization, the final stage in which a subject receives automatic acceptance. (IS)

ED 257 721 SO 016 500

Foley, Sue

**Economics Alive.**

Pub Date—85

Note—6p.

Journal Cit—News and Notes on the Social Sciences; p4-6 Win 1984-85

Pub Type—Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Resources, Economics Education, Grade 7, Interviews, Junior High Schools, Learning Activities, Lesson Plans, Simulation, Social Studies, Student Projects

Activities to stimulate interest in and knowledge about economics among seventh graders are described in this paper. Major activities include: (1) initiating a round of student team interviews with parents and other working adults, (2) presenting a case-study simulation whereby a panel of community experts evaluates student decision-making and then gives their choice, (3) an activity in which student-prepared dishes represent a major agricultural product from each state, and (4) having students draw conclusions from their interviews. Instructions for recruiting adults for the interview and case study activities, and for organizing events are provided. Possible pitfalls are noted for each activity. (IS)

ED 257 722 SO 016 501

Koivsky, Jenna

**Mini-Course in Demography: World Explorations.**

Pub Date—85

Note—5p.

Journal Cit—News and Notes on the Social Sciences; p1-4 Win 1984-85

Pub Type—Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Descriptions, Demography, Geography Instruction, Grade 7, Junior High Schools, Learning Activities, Lesson Plans, Population Growth, Social Studies, Student Projects, Units of Study, World Geography

Addressing the need for world geography classes to consider demography and other cultures, this paper presents a teaching unit to be included in seventh grade world geography courses. The primary focus of this unit is an individual project in which each student chooses a country and uses basic geographical skills and knowledge to analyze the relationship between that nation's people and their environment. The culminating activities of the unit

are sessions in which students present their knowledge to the entire class. Before students begin their projects basic information about demography is presented and a possible sequence is suggested that covers population increase and its impact on technology, decision-making about fertility, and time allocated to work and leisure. A day-by-day schedule for topics is given as well as suggestions for helping students with their projects and for evaluating students. (IS)

ED 257 723 SO 016 502

**Wilson's Creek National Battlefield. Educators' Study Guide.**

Wilson's Creek National Battlefield Foundation, Springfield, MO.

Spons Agency—Missouri Committee for the Humanities, Inc. (NEH), Springfield.

Pub Date—Sep 83

Note—31p. Some illustrations, maps, and small print might not reproduce clearly.

Available from—Wilson's Creek National Battlefield, Postal Drawer C, Republic, MO 65738 (single copies free to educators and non-profit organizations).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Civil War (United States), Instructional Materials, Local History, Secondary Education, State History, United States History, Units of Study

Identifiers—Missouri

Intended as a local history unit for secondary students in southwest Missouri, materials in this packet focus on a major battle in the Civil War. After reading a narrative and examining maps of the area, students study the impact of the battle on Missouri history, learn more about the environment and cultural history of the area, and develop an appreciation of the state's heritage. "The Battle of Wilson Creek and the Struggle in Missouri during 1861" (Leo E. Huff), a five-page narrative, is followed by a list of over 40 books, articles, and other material about Wilson's Creek and Greene County (Missouri). A map of the battlefield, two historic base maps showing troop movement, a map showing ground cover of the area, and an explanation of the environmental area are followed by illustrations of a Missouri Union Volunteer Infantry soldier and a Missouri State Guard Infantry Confederate. A publications list and information on the Wilson Creek National Battlefield Foundation are followed by a description of the Battle of Wilson's Creek, the men who commanded the armies, and the battlefield tour. The packet could serve as a model for those developing local history materials in other states. (LH)

ED 257 724 SO 016 511

Whitehead, David J.

**Research on Attitude Change in Economics Students.**

London Univ. (England). Inst. of Education.

Pub Date—May 85

Note—45p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Change, Economics Education, Educational Research, Foreign Countries, Higher Education, Outcomes of Education, Research Design, Research Methodology, Secondary Education, Student Attitudes

Identifiers—Test of Economic Understanding

Although 17 studies of attitude change among economics students in American secondary schools and colleges had been conducted by 1981, analysis of this research indicates that such studies are still in their infancy. Numbers of students participating in these studies ranged from 922 in 27 classes in Sewell's (1963) study of attitude change among secondary school economics students to the 66 students in a single college-level macroeconomics class in Thompson's (1973) study. Three different kinds of attitude change were measured in these studies: (1) attitudes toward the subject itself; (2) movement of attitudes toward those held by professional economists; and (3) change in political attitudes along the liberal-radical/conservative continuum. Difficulties were found in many of the measures and the research designs used in these projects. These difficulties included the use of non-random samples and problems with such standardized tests as the Test of Economic Understanding. A particular problem noted was the short time period, usually a semester, in which attitude change was measured. The principal benefit of this research is as a source of hypothe-

ses for further testing. (IS)

ED 257 725 SO 016 512

Younger, Jessamine, Ed.

**A Gathering of Symbols. Texas History in the Hall of State.**

Dallas Historical Society, TX.; Junior League of Dallas, Inc., TX.

Pub Date—85

Note—185p.

Available from—Dallas Historical Society Hall of State, P.O. Box 26038, Fair Park, Dallas, TX 75226 (\$1.80).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Architectural Education, Art Education, \*Community Resources, Curriculum Development, Educational Research, Experiential Learning, Field Trips, Games, \*History Instruction, Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Learning Activities, Map Skills, Models, \*Museums, Social Studies, \*State History

Identifiers—Texas

Designed for history teachers of students in grades 4-7 and for museum educators, this teacher's manual interprets art and objects in the Hall of State (Dallas) within the context of the Texas history curriculum. Although the guide focuses specifically on Texas history and the Hall of State, it can be used as a model for museum and school educators in other states. The manual is based on positive findings from a 1982-83 research project in which a collaboration of school and museum educators demonstrated that children learn to a significant degree during a museum field-study experience when it is planned as an integral part of a curriculum unit. Following an abstract of the research project, an interpretive narrative explains the architecture and murals in the Hall of State. Pre- and post-visit learning activities, correlating with "State Board of Education Rules for Curriculum," include a number of reproducible games, crossword puzzles, data retrieval worksheets, and fact sheets. Five interdisciplinary lesson plans for students in grades 4-5 focus on vocabulary development, map skills, data retrieval, oral language development, and interpretation of visual images. Instructional activities for grade 7 focus on symbols, people in Texas history, geographic areas, events that influence the course of history, and heroes and heroines. Three reproducible student handouts, "Texacana Smith in the Temple of Mysteries," "Archaeological Dig Discovery Game," and "Lone Star Trivia," are followed by an answer key and bibliography. (LH)

ED 257 726 SO 016 528

Brodelt, Samuel Wall, Robert E.

**An Examination of the Presentation of Heroes and Heroines in Current (1974-1984) Secondary Level Social Studies Textbooks.**

Pub Date—85

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Content Analysis, Educational Research, Elementary Secondary Education, \*Sex Bias, \*Social Studies, \*Textbook Content, \*Textbook Evaluation, Textbook Research, Values

Identifiers—Heroes

Thirty-one secondary level social studies textbooks, published between 1974 and 1984 were examined to determine the characteristics of those identified as heroes and heroines, the extent to which they were presented, and ways in which they were presented. Five institutional settings (family, religious, political, economics, and sports) and five significant trait characteristics (bravery, humanitarianism, entertainer, leadership, and "other") were utilized to categorize heroic acts and traits. Findings show that 65 percent of the textbooks did not use the term hero or heroine, nor were leaders dealt with in a value-specific framework. In contrast, a parallel examination of elementary level social studies textbooks showed a slight majority (52 percent) presented heroes and heroines with appropriate value and trait development. Although heroes and heroines were commonly political leaders and war heroes, heroes were most frequently placed in the humanitarian classification. However, most secondary social studies textbooks were narrow, if not limited, in their presentation of a variety of categories of heroes and heroines. An appendix lists the textbooks surveyed. (LH)

ED 257 727

Lather, Patti

**Empowering Research Methodologies.**

Pub Date—Mar 85

Note—48p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Curriculum Design, Educational Objectives, \*Educational Research, Elementary Secondary Education, Higher Education, \*Marxian Analysis, \*Research Design, \*Research Methodology, School Role

Neo-marxist theory provides a better tool for educational researchers than other research methodologies because of its focus on empowering the dispossessed and its interest in the relationships between human activity and material circumstances. Traditional educational research is rooted in the positivist tradition and claims to be value neutral but the neutrality and objectivity it claims acts as a mask to cover the fact that such research serves the interests of the privileged. Neo-marxist critical theory, in contrast, considers the relationship of the curriculum to the larger society and the structural reasons behind the exclusion of certain areas from the curriculum. From this perspective, curriculum is at the center of the power struggle over what should be taught; what is excluded from the curriculum is as important as what is included. By clarifying the role of the curriculum, it is also possible for people to use this knowledge to assert control over its content and thus over the schools and their own lives. An eight-page bibliography of educational research in this area and a definition of neo-marxism are also included. (IS)

ED 257 728

Parker, Franklin

**Roots of the New Right: School Critic Max Rafferty (1917-82).**

Pub Date—85

Note—21p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biographies, \*Conservatism, Controversial Issues (Course Content), Curriculum Design, Educational Change, \*Educational History, \*Educational Philosophy, Educational Policy, Elementary Secondary Education, Public Education, Public Policy

Identifiers—California, Moral Majority, \*New Right, \*Rafferty (Max)

In the 1960's Max Rafferty, a conservative California teacher, principal, and superintendent of public instruction, expressed many ideas which the New Right has been able to put into effect in the 1980's. The influence of political and religious conservatives is seen in movements for public school prayer; advancing private over public education through the use of vouchers, tuition tax credits, and Christian academies; censorship of school textbooks, public library books, and other media; opposition to sex education; opposition to busing to achieve school desegregation; opposition to public school financing through bond issues; and support from the Reagan administration. In the curriculum, this movement has promoted anti-evolution creation science and opposed what it considers to be secular humanism. Rafferty was instrumental in the development of many of these ideas. He began his career in small, southern California desert towns and gained national exposure through reprints of a 1961 speech attacking progressive education. During his terms as state school superintendent he was thwarted in implementing many of his ideas by local control of schools. After losing an election for the United States Senate he became Education Dean at Troy State University in Alabama. He died in 1982. (Author/IS)

ED 257 729

The Amityville Experience During World War II.

Amityville Union Free School District 6, N.Y.

Pub Date—85

Note—62p.; Photographs may not reproduce clearly. For related document, see ED 245 950. Journal Cit—Journal of Historical Inquiry; v5 1984-85

Pub Type—Historical Materials (060) — Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

SO 016 529

Descriptors—Advanced Placement Programs, Advanced Students, Black History, Church Role, Community Study, Females, High Schools, \*Local History, Patriotism, Primary Sources, Public Schools, Sex Role, Social History, Student Developed Materials, \*United States History

Identifiers—\*New York (Amityville), \*World War II

An historical journal compiled by advanced placement American history high school students contains 10 articles about the experiences of residents of Amityville, New York, during World War II. Students used secondary sources, first-hand newspaper accounts, oral interviews, and primary source documents to recreate Amityville as it was during those World War II years of personal sacrifice and national commitment. Articles focus on the following topics: efforts made by churches to keep up moral and spiritual well-being, the growth of military plants near Amityville, the impact of shortages on local business, the patriotic efforts of veterans groups such as the American Legion, the contributions of the black community of North Amityville, the role of Amityville's women, and how the war affected the local school district. (RM)

ED 257 730

Holyoak, Arlene And Others

**Cognitive and Affective Impact of Give and Take Series.**

Pub Date—Apr 85

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association, (69th, Chicago, IL, March 31-April 4, 1985). "Give and Take" is a cooperative production of the Joint Council on Economic Education, the Agency for Instructional Technology, and the Canadian Foundation for Economic Education.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Measures, \*Audiovisual Instruction, Consumer Economics, Decision Making, \*Economics Education, Educational Research, High Schools, \*Knowledge Level, \*Student Attitudes

Identifiers—Give and Take Series

Cognitive and affective impacts of the "Give and Take" series on students and sources of differences in the impacts are investigated. "Give and Take," an audiovisual series on topics and concepts in personal economics for use in grades 9-10, consists of twelve 15-minute programs designed to help students increase their understanding of economic concepts, improve their personal decision making skills, and become more knowledgeable as consumers, workers, and citizens. The sample consisted of 553 high school students in western Oregon whose teachers volunteered to participate in one of four groups, two experimental and two control groups. Both experimental groups used the series to aid instruction, but teachers in one group participated in "Give and Take" inservice education workshops. In one control group, students were taught economic concepts in the traditional manner and the other group consisted of students who had never enrolled in economics or personal finance courses. Findings show that students in the "Give and Take" workshop had significantly higher mean knowledge scores than students in the other three groups. No significant differences in attitude mean scores were found between the groups. A regression model including grade point average (GPA), gender, grade level, parental socioeconomic status, and use of mass media was used to determine differences in student understanding and attitudes. GPA and grade level explained the greatest variance in economic knowledge, while year in school explained the greatest variance in attitudes toward economics. Appendices include the questionnaires used in the study. (LH)

ED 257 731

Williams, Roy

**Teaching about the USA in Secondary Schools in Western Europe. Report. Council of Europe Teachers' Seminar (17th, Donaueschingen, Federal Republic of Germany, October 25-30, 1982).**

Council for Cultural Cooperation, Strasbourg (France).

Report No.—DECS/EGT (84) 39

Pub Date—1 Mar 84

Note—64p.

Available from—Council of Europe, 6700 Strasbourg Cedex, France.

SO 016 532

SO 016 530

SO 016 531

SO 016 533

Pub Type—Collected Works - Proceedings (021)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*American Studies, \*Course Content, \*Curriculum Design, \*Educational Objectives, \*Foreign Countries, \*International Education, \*Secondary Education, \*Social Studies

Identifiers—\*United States  
This seminar was part of the Council of Europe's work on education for international understanding and it was the third in a series of European teachers' seminars on the links between Europe and other regions and cultures. The aims of the seminar were to: (1) identify what is taught about the United States in secondary schools in a representative cross-section of Western European countries; (2) indicate teaching approaches compatible with the diversity of European educational systems; and (3) make recommendations for the contents of a foundation course on the United States for use in Western European secondary schools. Included in this paper are summaries of the speeches of welcome to the conference by American and European educators; an analysis of the reports of the European participants; a summary of the talks and panels dealing with change in the United States, the United States and mass media, and the opinions of American and European teachers; reports of the working groups; and final comments by the director of the seminar. Appendices include a discussion paper on what Americans think an average European should know about the United States, the program of the seminar, and a list of participants. (IS)

ED 257 732 SO 016 534

Hansel, Bettina. Grove, Neal.

Why an AFS Experience Accelerates Learning and the Growth of Competence. Research Report 25. Revised and Expanded.

AFS International/Intercultural Programs, Inc., New York, N.Y.  
Pub Date—Nov 84

Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Adolescent Development, \*Competence, \*Cultural Awareness, \*Cultural Exchange, \*Experiential Learning, \*Individual Development, \*International Educational Exchange, \*International Programs, \*Outcomes of Education, \*Program Effectiveness, \*Secondary Education, \*Self Esteem, \*Student Exchange Programs, \*Student Improvement, \*Student Motivation, \*Study Abroad, \*Success

The American Field Service (AFS) Impact Study has documented that adolescents in AFS programs show greater increases in learning and competence than could be expected through the normal maturing process. Research findings on how people learn and under what circumstances explain why an AFS experience accelerates learning. For example, it is known that exposure to new things stimulates the senses, which in turn stimulates learning. Because of all their experiences, students become more knowledgeable about the new culture, more competent generally, and, therefore, more self-confident about taking on new challenges in the future. Seeing that people have different solutions to familiar problems, AFS students become better able to generate new options for themselves. Their broadened perspectives allow them to discover new opportunities and try new behaviors. Orientation, counseling, and support from the AFS staff helps students deal productively with the stress of the new environment and, therefore, to gain in competence and self-confidence. Experiential learning compels learners to participate directly in real-life activities and is especially effective in terms of its impact on motivation, memory, and mastery. (RM)

ED 257 733 SO 016 535

Michael, Greis

Writing—A Tool for Learning.

Pub Date—83

Note—5p. Paper presented at the Annual Meeting of the Minnesota Council of Teachers of English (25th, Mankato, MN, May 4-5, 1984).

Journal Cit—Minnesota Council for the Social Studies Newsletter, v4 n1 Fall 1983

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Content Area Writing, \*Educational Objectives, \*Elementary Secondary Education, \*Instructional Improvement, \*Instructional Materials

\*Interdisciplinary Approach, \*Learning Activities, \*Learning Processes, \*Teaching Methods, \*Writing Exercises, \*Writing Skills

Addressing the concern that writing assignments are used only for recording or relating information, a program called "Writing in Content Areas" has been developed in Minnesota to help students and teachers use writing as a tool for learning. Students are encouraged to use expressive writing for working out ideas, relationships, understandings, and feelings. Teachers can assign expressive writing for many purposes, but the primary purpose is to foster active learning. Expressive writing is effective because it forces students to participate constructively by writing about their work. Such writing can be used in all subject areas. Suggestions for activities incorporating expressive writing fall into the following categories: (1) introducing a subject and finding out what students already know, (2) helping students gain control of the subject material, (3) helping students clarify their understanding of what they are learning, and (4) helping students know themselves and helping the teacher to understand them. (IS)

ED 257 734 SO 016 536

Nasir, Jack L. And Others

Modifiers of Perceived Spaciousness and Crowding among Different Cultural Groups.

Pub Date—Nov 84

Note—25p. Parts of this paper were presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 25-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Crowding, \*Cultural Differences, \*Dormitories, \*Females, \*Graduate Students, \*Higher Education, \*Males, \*Personal Space, \*Physical Environment, \*Sex Differences, \*Social Science Research, \*Stress Variables

Two studies of graduate students living in a 13-story dormitory examined the effects of natural lighting, usable space, sex, culture, and floor height on perceptions of spaciousness, personalization of space, crowding, and lightness. Previous research had indicated differences between males and females in this area, but had not considered cultural differences. Eighty single room residents completed questionnaires about their perceptions of space and crowding. Results indicated that students did not vary by sex in their perceptions of lightness. Variations in usable space produced differences in rated spaciousness, personalization of space via covering walls with decorations, and crowding. Students from Mediterranean cultures judged their rooms as more crowded than did students from Asian cultures. Although the rooms located on higher floors had better views, residents on higher floors reported higher stress levels. More research is recommended and suggestions for possible areas of study are indicated. (Author/IS)

ED 257 735 SO 016 537

Multi-Arts Service Program. E.C.I.A. Chapter 2.

Final Evaluation Report, 1983-1984.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

Pub Date—Mar 85

Note—83p. For 1982-83 final evaluation report, see ED 241 629.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Art Education, \*Assembly Programs, \*Compensatory Education, \*Dance, \*Demonstrations (Educational), \*Elementary Secondary Education, \*Lecture Method, \*Music Education, \*Program Effectiveness, \*Program Evaluation, \*Theater Arts, \*Visual Arts, \*Workshops

Identifiers—\*Duke Ellington School of the Arts DC The District of Columbia's Multi-Arts Service Program, whose second year of implementation (1983-84) is evaluated here, is a multi-disciplinary program in music, dance, theater, and visual arts designed for public school students in Grades K-9. The program's primary objectives are to (1) increase student awareness of the arts through assemblies, (2) increase student interest in the arts through lecture-demonstrations, and (3) increase student interest in pursuing the study of the arts through workshops. The assemblies, lecture-demonstrations, and work-shops of which the program is composed are developed and presented by teachers and students from Duke Ellington School of the Arts. Findings show that although all types of perfor-

mances presented were observed to be enthusiastically received, documentation of interest as designed for the project was submitted only for the second objective (the lecture-demonstrations), hence, the first and third objectives were not met as stated. Appendices, which make up the bulk of the document, contain the evaluation model schema; student awareness and interest questionnaires; a sample press release and reservations list for assemblies; samples of unsolicited letters concerning assemblies; a schedule of lecture-demonstration performances; summaries of student ratings; question responses for dance, music, visual arts, and music programs; and the letter used to identify students for workshops. (LH)

ED 257 736 SO 016 538

Embassy Adoption Program. E.C.I.A. Chapter 2.

Final Evaluation Report, 1983-1984.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

Pub Date—Mar 85

Note—88p. For 1982-83 final evaluation report, see ED 241 401.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Community Cooperation, \*Evaluation Methods, \*Field Trips, \*Foreign Diplomats, \*Grade 5, \*Grade 6, \*Intermediate Grades, \*International Cooperation, \*International Relations, \*International Studies, \*Multicultural Education, \*Program Descriptions, \*Program Effectiveness, \*Program Evaluation, \*Social Studies

A multicultural enrichment program in which students from 123 fifth- and sixth-grade classrooms from the District of Columbia Public Schools learned about foreign countries by studying a foreign embassy, is evaluated. Chapter I outlines the main components of the program. Chapters II and III concern evaluation. A description of the Planning, Monitoring, and Implementing Model (PMI) used for evaluation is followed by evaluation results for each of the program's four stated objectives. Appendices, which make up over half of the report, include the evaluation schema, suggested activities for participating teachers, a list of embassy adoption program embassies and schools, a chart showing student knowledge level, results of student questionnaires, information and forms on Mini United Nations instruction, information and evaluation of a teacher workshop on implementation of the Embassy Adoption program, questionnaire results, and an embassy visit trip confirmation form. Findings show that during the 1983-84 school year, the Embassy Adoption Program reached its goal of providing over 1,000 fifth- and sixth-grade students with the opportunity to increase their knowledge and appreciation of other countries. Students were able to demonstrate their knowledge in the areas of culture, history, government, and geography as observed in classrooms, embassy visits, and Mini United Nations activities. (LH)

ED 257 737 SO 016 542

LoGuidice, Tom

Using Documents in History Instruction.

Pub Date—Jan 85

Note—8p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Elementary Secondary Education, \*Higher Education, \*History Instruction, \*Instructional Improvement, \*Primary Sources, \*Resource Materials, \*Student Participation, \*Teaching Methods

Identifiers—\*Tabá (Hilda)

This paper is designed to help teachers use historical documents for teaching by employing the strategy developed by Hilda Tabá. Evidence that can be used in history instruction includes both records and remains. Records are those items that were produced to insure that information could be preserved, such as hieroglyphics, manuscripts, and oral accounts in the form of sagas and ballads. Remains are physical evidence that were not intended to provide information, such as buildings or tools. With Tabá's methods students use records and remains while learning to synthesize historical knowledge. Three steps in the process are: (1) identifying points and examining similar aspects of selected topics; (2) explaining, comparing and contrasting, and identifying cause and effect relationships; and (3) forming inferences, implications, or extrapolations. To apply this model to using historical documents, the process involves collecting documents, organizing them, presenting them, and dealing with questions



that move from the specific document to the framework in which it was produced and finally to conclusions about the place of the document in the larger historical picture. (IS)

**ED 257 738** SO 016 548

Botting, D. And Others

**Politics and You: An Approach to Political Education in the Elementary School.** = *La Politique et Toi: un Modèle d'Éducation Politique à l'Élémentaire.*

Canada Studies Foundation, Toronto (Ontario).

Pub Date—Mar 85

Note—10p.

Journal Cit—Contact; v12 n3 Mar 1985

Language—English; French

Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055) — Multilingual/Bilingual Materials (171)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Civics, Comparative Education, \*Curriculum Problems, \*Educational Needs, Elementary Education, Evaluation Criteria, Foreign Countries, Grade 5, Grade 6, \*Politics, Program Descriptions, Relevance (Education), Student Interests, Student Motivation, Student Participation, Transfer of Training, \*United States Government (Course)

Identifiers—Canada, \*Political Education Project (Canada)

Written in both English and French, this newsletter discusses how politics should be taught to elementary students. There are three major failings in the teaching of politics to elementary students: (1) concentration on the formal institutions of government and failure to teach about the concepts that underlie politics, e.g., power, authority, and justice; (2) the stress on consensus and the disregard of the importance of conflict in political life; and (3) the failure to emphasize autonomy and involvement. For an approach to political education to be effective, it must meet the following criteria. It must be appealing to students. It must be understandable. It must introduce students to and draw its material from the real world of politics, not from some idealized fantasy-land. It must encourage active participation. It must be relevant to the needs and concerns of students. It must be transferable in the sense that what students learn can be transferred to other settings beyond their classroom. The Political Education Project in Winnipeg, Canada, has attempted such a program in its course for fifth and sixth graders. (RM)

**ED 257 739** SO 016 549

Laughlin, Margaret A.

**Teaching about Federal Public Policy and Minorities.** "Bilingual Education" (Draft).

Pub Date—19 Nov 84

Note—14p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Bilingual Education, \*Controversial Issues (Course Content), Course Descriptions, Court Litigation, Educational Policy, Federal Government, \*Federal Programs, Learning Activities, Lesson Plans, Minority Groups, \*Public Policy, Secondary Education, \*Social Studies, Student Attitudes, Student Projects

This course description is designed to help teachers integrate a section dealing with bilingual education into secondary social studies classes. After instruction, students examine current bilingual educational policies and practices in the United States, judge the effectiveness of these policies and practices in meeting the educational needs of the targeted population, suggest possible modifications of existing policies and practices, and recognize the need to respect and value cultural and linguistic diversity. Students begin the course by discussing their knowledge of these issues. Depending on the level of knowledge shown, teachers may have to provide background beyond that contained in the first handout, "Historical Background for Bilingual Education." The use of outside speakers is suggested to provide further information. Possible student projects include questioning adults in the community or those directly involved in bilingual education about their attitudes and experience. Students can read about court cases in the second handout. After additional discussion, students are asked to consider a particular case and their own values and opinions regarding bilingual education. Sources

for additional information are included, as well as appendices dealing with the analysis of economic and political issues and an outline of forces working for and against bilingual education. (IS)

**ED 257 740** SO 016 553

Schuster, J. Mark Davidson

**Supporting the Arts: An International Comparative Study.** Canada, Federal Republic of Germany, France, Italy, Great Britain, Netherlands, Sweden, United States.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—Mar 85

Note—123p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Art, Comparative Analysis, \*Financial Support, \*Foreign Countries, \*Government Role, Private Financial Support, \*Public Policy, Social Science Research

Identifiers—Canada, France, Great Britain, Italy, Netherlands, Sweden, United States, West Germany

This report provides a comparative perspective on financial support for the arts in six western European countries, the United States, and Canada. It was designed so that American support for the arts could be compared with governmental support for the arts in other countries, whose philosophies and governmental systems might be similar or quite different from the United States. Chapter I deals with the issue of what is defined as art for the purpose of public funding. Chapter II details the organizational structure of arts funding in each country. Chapter III gives financial estimates of public support for the arts in each country. Chapter IV deals with the levels of private funding for the arts. Chapter V presents findings from a more detailed study of 32 arts institutions, the goal of which was to understand the perspective from the bottom up as well as from the top down. Appendices provide detailed financial data on each country and results from studies on the distribution of operating income within various artistic disciplines. A bibliography of sources of information about arts funding in each country is also included. (IS)

**ED 257 741** SO 016 554

Horak, Stephan M. And Others

**Eastern European National Minorities, 1919-1980. A Handbook.**

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-87287-416-8

Pub Date—85

Grant—GOO812513

Note—365p.

Available from—Libraries Unlimited, Inc. P.O. Box 263, Littleton, CO 80160-0263 (\$47.50)

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131) — Books (010)

**EDRS Price - MF01/PC15 Plus Postage.**

Descriptors—Annotated Bibliographies, Ethnic Groups, \*Ethnic Studies, \*European History, Jews, \*Minority Groups, \*Modern History, Resource Materials, Subcultures

Identifiers—Albania, Austria, Bulgaria, Czechoslovakia, Eastern European Studies, \*Europe, Hungary, Italy, Poland, Rumania, \*Twentieth Century, World War II, Yugoslavia

Historical summaries and annotated bibliographies are provided for chapters focusing on national minorities in Poland, Czechoslovakia, Hungary, Romania, Yugoslavia, Italy and Austria, Bulgaria, and Albania between 1919 and 1980. Chapter I, "Eastern European National Minorities, 1919-1980" (Stephen M. Horak), includes an historical summary focusing on demographic problems and changes, political implications and problems of the interwar period, World War II, and the post-World War II period. The historical summary in Chapter 2, "National Minorities in Poland, 1919-1980" (Kenneth C. Farmer, David Crowe, and Richard Blanke) presents selections on minorities in interwar Poland, 1919-1939; World War II and the Nazi Occupation, 1939-1945; and national minorities in the Polish People's Republic, 1945-1980. Annotated bibliographic citations are categorized under general works, Ukrainians, Jews, Belorussians, Germans, and Lithuanians. Remaining chapters present historical summaries and bibliographies under the following titles: "National Minorities in Czechoslovakia, 1919-1980" (Josef Kalvoda and David Crowe); "National Minorities in Hungary, 1919-

1980" (Martin L. Kovacs and David Crowe); "National Minorities in Romania, 1919-1980" (Stephen Fischer-Galati); "National Minorities in Yugoslavia, 1919-1980" (Toussaint Hecover and David Crowe); "The Slovene and Croat Minorities in Italy and Austria, 1945-1980" (Toussaint Hecover); "National Minorities in Bulgaria, 1919-1980" (Peter John Georgeoff and David Crowe); "National Minorities in Albania, 1919-1980" (Stephen M. Horak); and "Nationality Research Centers in Eastern European Countries" (Theodor Veiter). (LH)

**ED 257 742** SO 016 555

McLaughlin, Milbrey Wallin Thomas, Margaret A.

**Art History, Art Criticism, and Art Production. An Examination of Art Education in Selected School Districts. Volume I: Comparing the Process of Change across Districts.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Getty Center for Education in the Arts, Los Angeles, CA.

Report No.—ISBN-0-8330-0617-7

Pub Date—Dec 84

Note—84p.; For volumes II and III, see SO 016 556-557. For related document, see SO 016 497.

Available from—Rand Corporation, 1700 Main St., P.O. Box 2138, Santa Monica, CA 90406-2138 (Order No. R-3161/1-JPG, \$7.50).

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Aesthetic Education, Art Appreciation, \*Art Education, Art History, Case Studies, Comparative Analysis, Educational Change, Educational Needs, Educational Research, Elementary Secondary Education, \*Program Effectiveness, \*Visual Arts

Identifiers—Art Criticism

This volume reports the findings from a cross-site analysis of seven school districts that were implementing a discipline-based approach to visual arts education. A discipline-based approach incorporates four art disciplines in the classroom: art history, art criticism, aesthetics, and art making. The study focused on two major areas: (1) factors generating support for a strong substantive art education program in a district's curriculum, and (2) factors influencing the willingness and ability of school districts and teachers to carry out and maintain a discipline-based art education program. This volume identifies the commonalities across research sites and compares the process of change in the seven selected school districts. It discusses factors associated with sustaining quality art education programs in view of declining student enrollments, shrinking school budgets, and emphasis on basic reading and computational skills. Six chapters detail the premise and purpose of the study, the study design, initiation, implementation, institutionalization, and conclusions. The study's findings affirm that discipline-based art education theory has found its way into school practice. Although the forms of application vary from district to district, most of the criteria that define this approach to art education are universally present: attention to productive, historical, and critical areas of art learning; a written curriculum; sequential and cumulative instruction; and the use of adult work as exemplary. (LH)

**ED 257 743** SO 016 556

Dap, Michael And Others

**Art History, Art Criticism, and Art Production. An Examination of Art Education in Selected School Districts. Volume II: Case Studies of Seven Selected Sites.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Getty Center for Education in the Arts, Los Angeles, CA.

Report No.—ISBN-0-8330-0600-2

Pub Date—Dec 84

Note—391p.; For volumes I and III, see SO 016 555-557. For related document, see SO 016 497.

Available from—Rand Corporation, 1700 Main St., P.O. Box 2138, Santa Monica, CA 90406-2138 (Order No. R-3161/2-JPG, \$25.00).

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Aesthetic Education, Art Appreciation, \*Art Education, Art History, Case Studies, Comparative Analysis, Educational Change, Educational Needs, Educational Research, Elementary Secondary Education, \*Program Effectiveness, \*Visual Arts

Identifiers—Art Criticism

This report covers the findings from a cross-site analysis of seven sites that were implementing a discipline-based approach to visual arts education. A discipline-based approach incorporates four art disciplines in the classroom: art history, art criticism, aesthetics, and art making. The study focused on two major areas: (1) factors generating support for a strong substantive art education program in a district's curriculum, and (2) factors influencing the willingness and ability of school districts and teachers to carry out and maintain a discipline-based art program. This volume contains individual case studies of the seven selected sites. Each study illuminates the characteristics of the art program as well as the personalities that have shaped it. Following overview chapters, case studies are presented in the following chapters: "Theory into Practice: The Whitehall (Ohio) Story" (Majorie Wilson); "The District That Could: Art Curriculum Implementation in Hopkins, Minnesota" (Michael Day); "Art Education in the Palo Alto Public Schools" (Elliot W. Eisner); "An Illinois Fair: A Case Study of School Art in Champaign and Decatur" (Robert E. Stake); "Another View from the Bridge: School Art Programs in Brooklyn District 15" (Majorie Wilson); "Diversity and Innovation: Art Education in the Milwaukee Public Schools" (Michael Day); and "Tight Structure, Discipline, and Quality: Art Education in Virginia Beach" (Brent Wilson). (LH)

ED 257 744 SO 016 557

McLaughlin, Milbrey Wallin And Others  
Art History, Art Criticism, and Art Production. An  
Examination of Art Education in Selected School  
Districts. Volume III: Executive Summary.  
Rand Corp., Santa Monica, Calif.  
Spons Agency—Getty Center for Education in the  
Arts, Los Angeles, CA.  
Report No.—ISBN-0-8330-0607-X  
Pub Date—Dec 84

Note—27p; For volumes I and II, see SO 016  
555-556. For related document, see SO 016 497.  
Available from—Rand Corporation, 1700 Main St.,  
P.O. Box 2138, Santa Monica, CA 90406-2138  
(Order No. R-3161/3-JPG, \$4.00).  
Pub Type—Reports - Research (143)  
EDRS Price - MF01 Plus Postage. PC Not Avail-  
able from EDRS.

Descriptors—Aesthetic Education, Art Apprecia-  
tion, Art Education, Art History, Case Studies,  
Comparative Analysis, Educational Change, Educa-  
tional Needs, Educational Research, Elementary  
Secondary Education, \*Program  
Effectiveness, \*Visual Arts  
Identifiers—Art Criticism

This volume summarizes the findings from a cross-site analysis of seven sites that were implementing a discipline-based approach to visual arts education. A discipline-based approach incorporates four art disciplines: art history, art criticism, aesthetics, and art making. The study focused on two major areas: factors generating support for a strong substantive art education program in a district's curriculum, and factors influencing the willingness and ability of school districts and teachers to carry out and maintain a discipline-based art program. The first of four sections proposes the following conclusions: (1) the change to discipline-based art programs requires more than a change in policies and programs—it requires a shift in perspective; (2) to ensure the continuation of these programs, district policies will have to include extensive in-service teacher training, a prescriptive, comprehensive curriculum, and classroom review by district representatives; (3) programs must have politically adept advocates to generate interest in change, moral and financial support of administrators, and the support and commitment of teachers, parents, and students. Section II describes the basic requirements for art programs and considers the factors crucial for success at three stages of change. Section III briefly describes the art programs at the study sites. The section IV addresses the major issues involved in changing to a substantive visual arts program. (LH)

ED 257 745 SO 016 558

Americans and the Arts 1984: Highlights from a  
Nationwide Survey of Public Opinion.  
Harris (Louis) and Associates, Inc., New York,  
N.Y.  
Spons Agency—Philip Morris Inc., New York, NY.  
Report No.—ISBN-0-934037-00-0  
Pub Date—84

Note—31p; Survey conducted by the National  
Research Center for the Arts, an affiliate of Louis  
Harris and Associates. For full survey, see SO 016

559.  
Available from—American Council for the Arts,  
Publications Department, 570 Seventh Ave., New  
York, NY 10018 (\$3.00; quantity discounts avail-  
able).

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Art Education, Arts Centers, Atten-  
dance, Cultural Activities, Cultural Centers,  
Dance Education, Educational Needs, Elementary  
Secondary Education, Financial Support,  
\*Fine Arts, Leisure Time, Majority Attitudes,  
Music Education, National Surveys, Participa-  
tion, \*Public Opinion, Public Support, Recrea-  
tion, Television, Trend Analysis, Videotape  
Cassettes, Videotape Recorders

Highlights of a nationwide public opinion survey  
concerning the interest and involvement of Ameri-  
cans in the arts are summarized. Telephone inter-  
views were conducted with 1,504 adults. Results  
showed that the arts are indisputably a part of the  
mainstream of American life. Because Americans  
have limited leisure time, the arts must increasingly  
compete with other leisure industries for attention.  
Despite this, Americans continue to turn out for  
most arts presentations in ever-increasing numbers,  
although lately the rate of arts attendance and partici-  
pation has been slower than in the late 1970's.  
Even though over 90 percent believe that to see a  
live performance is more meaningful and exciting  
than watching it on television, both television and  
videocassette recordings present a growing chal-  
lenge to the arts. Americans show a firm commit-  
ment to the arts and view them as a source of deep  
individual satisfaction. They want more arts facili-  
ties and presentations, and are willing to finance the  
arts at every government level. There is high public  
commitment to keeping the arts as an integral part  
of the school curriculum. (RM)

ED 257 746 SO 016 559

Americans and the Arts: A 1984 Survey of Public  
Opinion Conducted for Philip Morris, Inc. Study  
No. 831011.

Harris (Louis) and Associates, Inc., New York,  
N.Y.  
Spons Agency—Philip Morris Inc., New York, NY.  
Pub Date—Oct 84

Note—129p; Survey conducted by the National  
Research Center for the Arts, an affiliate of Louis  
Harris and Associates. For survey highlights, see  
SO 016 558.

Available from—American Council for the Arts,  
Publications Department, 570 7th Ave., New  
York, NY 10018 (\$5.00; quantity discounts avail-  
able).

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Arts Centers, Attendance, Cultural  
Activities, Cultural Centers, Dance Education,  
Educational Needs, Elementary Secondary Educa-  
tion, Financial Support, \*Fine Arts, Leisure  
Time, Majority Attitudes, Music Education, Na-  
tional Surveys, Participation, \*Public Opinion,  
Public Support, Recreation, Television, Trend  
Analysis, Videotape Recorders

A national telephone survey of 1,504 adult Ameri-  
cans was conducted to determine the role that the  
arts play in their lives. Overall, results show that the  
arts are an indispensable part of the mainstream of  
American life. A shortage of leisure time causes  
people to be selective about their leisure time com-  
mitments. Despite this, arts attendance and partici-  
pation continue to rise, but at a rate slower than in  
the late 1970's. Although the number of arts facili-  
ties easily accessible to people from their homes has  
increased, there is still a perceived need for more  
arts centers and for more performances and arts  
activities. Each year a larger number of people view  
the arts on television. The growth of the videocas-  
sette recording (VCR) industry could become a  
threat if the VCR becomes a substitute for live per-  
formances. Although increases in individual partici-  
pation in the arts has slowed, there is still an  
impressive upward trend. Americans are very dis-  
turbed about cuts in public school budgets dealing  
with the arts; they want the arts taught in schools.  
The public is willing to finance the arts. For exam-  
ple, approximately 55 percent think there should be  
more rather than less federal financial contributions  
to the arts. The appendices contain a discussion of  
the survey method used and the questionnaire itself.  
(RM)

ED 257 747  
Smith, Paul K.

SO 016 560

An Investigation into the Effectiveness of Field  
Courses in Teaching Economics. Research Pa-  
pers in Economics Education.  
London Univ. (England). Inst. of Education.  
Pub Date—May 85

Note—65p; For other research papers, see ED 229  
290, ED 237 381, ED 223 508, and ED 242 635.  
Available from—Dept. of Economics, Geography  
and Business Education, University of London In-  
stitute of Education, 20 Bedford Way, London  
WC1H 0AL (Order No. BB21, 2 pounds).

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Achievement, Case Stud-  
ies, Comparative Education, Course Evaluation,  
\*Economics Education, Educational Objectives,  
Educational Research, Experiential Learning,  
\*Field Studies, Foreign Countries, Higher Educa-  
tion, Industry, Introductory Courses, Relevance  
(Education), \*Student Attitudes, Student Motiva-  
tion, \*Teacher Attitudes  
Identifiers—England

This study showed that field work in economics is  
enjoyed by both teachers and students and appears  
to be a worthwhile aid to motivation. Sixty-eight  
students, ages 16-18, in England who were studying  
introductory economics participated in the study.  
All field work was done in private industry. Stu-  
dents were surveyed before and after the course to  
collect data on their attitudes toward the field  
course and to assess whether their perceptions of  
economics and of industry changed as a result of the  
experience. Teachers were also surveyed concern-  
ing their views on the importance of particular  
course objectives. The study concluded that field  
courses probably have little effect on students un-  
derstanding of economics as measured by conven-  
tional examinations. Those attending the field  
course did not perform significantly better than  
those not attending. Nevertheless, both teachers  
and students emphasize the value of testing theories  
against reality and increasing the relevance of eco-  
nomics education. Certain student attitudes, for ex-  
ample those towards industrial relations, appeared  
to change. Almost all staff and many students com-  
mented on the fact that they had enjoyed the experi-  
ence and had found it worthwhile. (RM)

ED 257 748 SO 016 564

Researching the History of Your School. Sugges-  
tions for Students and Teachers.  
New York State Education Dept., Albany. Cultural  
Education Center.

Pub Date—85  
Note—43p; Some photographs may not reproduce  
clearly.

Pub Type—Historical Materials (060) — Guides -  
Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—Class Activities, Community Study,  
\*Educational History, Elementary Secondary Educa-  
tion, Learning Activities, \*Local History,  
\*Primary Sources, Research Skills, \*Schools,  
\*State History, Student Projects, Student Re-  
search

Identifiers—Chronology, \*New York  
This booklet describes how students and other  
researchers can use historical resources in their  
community to explore the history of their school  
and to determine how that history relates to com-  
munity-wide and statewide developments. Al-  
though the manual is written primarily from the  
perspective of the public schools, the underlying  
theme of the manual—that local resources can be  
used by students and teachers for the recovery and  
understanding of local educational history—applies  
to nonpublic schools as well. The manual can be  
used on either the elementary or secondary levels.  
Following a brief introduction in Chapter I, the sec-  
ond chapter discusses the development of K-12 edu-  
cation in New York state. Chapter III contains a  
chronology of major events in education in New  
York from 1784-1984. The fourth and fifth chapters  
describe the variety of historical records and other  
resources available for researching the history of  
local schools and suggests where to find and how to  
use them. Chapter VI provides suggestions for class-  
room activities on local educational history. The  
booklet concludes with a list of further reading ma-  
terials. (RM)

ED 257 749

SO 016 565

Harja, John A.  
Utah CloseUp, 1984.  
Utah State Office of Education, Salt Lake City. Of-  
fice of Curriculum and Instruction.

Spons Agency—Close Up Foundation, Arlington, VA.; Reynolds (R.J.) Industries, Inc., Arlington, VA.

Pub Date—84

Note—84p.; Newspaper reproductions printed on colored paper and flowchart on page 47 may not reproduce clearly.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Citizenship Education, Delinquency, Family Violence, Instructional Materials, \*Local Government, Secondary Education, \*State Government, State Programs, Student Attitudes, Taxes, Teaching Guides

Identifiers—CloseUp Program, \*Law Related Education, \*Utah

This booklet is designed for students participating in the Utah CloseUp program. The goals of this program include teaching secondary students about the operation of state and local governments and the juvenile justice system; how laws and decisions are made and enforced in the legislative, executive, and judicial branches of state and local government; the roles of elected and appointed officials; the interplay of forces that affect decisions; and governmental processes, using selected local and state issues. This book focuses on three issues: (1) taxes versus services, (2) juvenile crime, and (3) family violence. For each issue there is a section giving background information about the topic and discussing the various points of view different groups hold about the topic as well as reprints of newspaper articles about the issue. The section dealing with taxes is the longest and also includes a general discussion of the role of government. A final section deals with possible community involvement projects for secondary school students. (IS)

ED 257 750 SO 016 566

Educational Reforms in Italy. Reviews of National Policies for Education.

Organisation for Economic Cooperation and Development, Paris (France).

Report No.—ISBN-92-64-12702-X

Pub Date—85

Note—111p.; For reviews of other countries, see ED 189 011, ED 201 573, ED 223 504, ED 223 519, and ED 212 537.

Available from—OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 20006 (\$15.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Education, Compulsory Education, Curriculum Problems, Decentralization, \*Educational Change, Educational Counseling, Educational History, Educational Innovation, Educational Needs, Educational Planning, \*Educational Policy, \*Educational Practices, Education Work Relationship, Elementary Secondary Education, Enrollment, Foreign Countries, Higher Education, Open Enrollment, Program Implementation, Teacher Education

Identifiers—Italy

Educational policies and plans for Italy's entire education system are evaluated in this report. Part One contains "The Examiners' Report," Part Two, the "Record of the Review Meeting," and Part Three, a "Summary of the Background Report" (prepared by the Italian authorities). Some results of the evaluation include the following. Italy must cope with the consequences of higher enrollments in post-school education and with major structural reforms at all educational levels. While the establishment of a common school at the lower secondary level and the 1979 curricular reforms were well conceived, problems of implementation remain. Successful experimental programs have not been replicated. Middle school students need more guidance. There is discontinuity in the curriculum of the upper secondary school. The general education curriculum is too rigid. Elementary and secondary teachers should not be trained separately; universities should be made responsible for all teacher education. Possible remedies to drawbacks of Italy's open access to higher education include the introduction of a two-year diploma and the creation of short-cycle vocational courses. (RM)

ED 257 751 SO 016 567

Guidelines for the Specialty Training and Certification of Secondary School Teachers of Psychology.

American Psychological Association, Washington,

D.C.

Pub Date—78

Note—6p.; For related documents, see SO 016 568-572.

Available from—Clearinghouse on Precollege Psychology, Educational Affairs, American Psychological Association, 1200 Seventeenth St., N.W., Washington, DC 20036 (free).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Employment Qualifications, Guidelines, Models, \*Psychology, Secondary Education, \*Teacher Certification, \*Teacher Education, Teacher Education Curriculum, Teacher Qualifications

Guidelines that offer a model plan of study to provide candidates for teacher certification in psychology with sufficient knowledge to teach in secondary schools are presented. All secondary psychology teachers should have a thorough understanding of the empirically based principles of behavior and of the evidential approach to the study of behavior. Because those seeking certification may have followed different educational paths, three alternative plans to obtain psychology certification are presented. Each plan requires prospective psychology teachers to study both the content and the method of psychology. While courses that will help teachers develop sensitivity to adolescents' needs should be required of all secondary teachers, these courses should not be considered part of the specialty training of psychology teachers. Nor does a haphazard collection of introductory psychology, psychological foundations of education, mental health, and social studies methods courses assure sufficient background for a psychology teacher. Regardless of the field of certification, a separate endorsement with specific requirements in psychology should be added to the certificate. (RM)

ED 257 752 SO 016 568

Ethical Guidelines for the Teaching of Psychology in the Secondary School.

American Psychological Association, Washington, D.C.

Pub Date—83

Note—18p.; For 1979 guidelines, see ED 168 931. For related documents, see SO 016 567-572.

Available from—Clearinghouse on Precollege Psychology, Educational Affairs, American Psychological Association, 1200 Seventeenth St., N.W., Washington, DC 20036 (free).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ethics, Guidelines, Laboratory Experiments, Moral Values, Psychological Studies, \*Psychology, Secondary Education, Social Values, Student Projects, Student Research

Identifiers—Human Subject Protection

These guidelines are intended to assist high school psychology teachers in safeguarding the rights and welfare of students and experimental subjects while promoting high-quality instruction. There are three sets of guidelines. The first set deals with the use of animals in school science behavior projects. The major goal of such projects should be educational, i.e., they should teach about research procedures and introduce students to ethical issues in animal care and research. These guidelines do not apply to supervised student work in research laboratories. The second set of guidelines deals with the use of human participants in research or demonstrations conducted by high school students. And, finally, ethical guidelines for high school psychology teachers are presented. Complex ethical issues may be involved in experiments with human participants, experiments with animal subjects, self-disclosure in class discussions or activities, and questioning of personal or social values. Most of this last set of guidelines has been adapted from the American Psychological Association and the National Education Association codes of ethics. (RM)

ED 257 753 SO 016 569

In-Service Training Guidelines for Secondary School Teachers of Psychology.

American Psychological Association, Washington, D.C.

Pub Date—81

Note—15p.; Prepared by the Committee on Psychology in the Secondary Schools. For related documents, see SO 016 567-572.

Available from—Clearinghouse on Precollege Psychology, Educational Affairs, American Psychological Association, 1200 Seventeenth St., N.W., Washington, DC 20036 (free).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Books, Classroom Environment, Continuing Education, Curriculum, Educational Needs, Guidelines, Higher Education, \*Inservice Teacher Education, Institutes (Training Programs), Instructional Materials, Periodicals, Professional Training, \*Psychology, Resource Materials, Secondary Education, Teacher Improvement, Teacher Workshops, Teaching Methods

Guidelines for the continuing education of secondary school psychology teachers are presented. Because for many people, high school psychology is the first and only opportunity for systematic exposure to the field, the secondary psychology teacher plays a vital role in the public's basic understanding of psychology. Psychology teachers must help adolescents become critical interpreters of human behavior and of statements about human behavior. Teachers must keep up-to-date with the developments in the discipline of psychology and with new teaching methods. This guideline begins with a discussion of the learning environment in which psychology teaching takes place. Recommendations for general in-service continuing education are provided. In the following sections, actions to implement and support continuing education programs in psychology are specified for secondary psychology teachers, college and university faculty, local officials, state and regional education officials, national groups concerned with psychology and education, and professional teacher organizations. The appendix contains annotated listings of periodicals, student materials, books, and pamphlets, as well as a list of bibliographies. (RM)

ED 257 754 SO 016 570

Teaching of Psychology in the Secondary School: Studies and Surveys.

American Psychological Association, Washington, D.C.

Pub Date—Apr 85

Note—9p.; For related documents, see SO 016 567-572. Printed on colored paper.

Available from—Clearinghouse on Precollege Psychology, Educational Affairs, American Psychological Association, 1200 Seventeenth St., N.W., Washington, DC 20036 (free).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Assessment, Educational History, \*Educational Practices, Educational Research, \*Educational Trends, Enrollment, \*Psychology, Secondary Education, Student Attitudes, Surveys, Teacher Attitudes, Teacher Certification, Teacher Education

Surveys and studies that have examined the teaching of psychology at the precollege level are listed in this bibliography. The research cited covers the years 1960 through 1983. Materials cited deal with a variety of topics, including educational practices, educational trends, state of the art, teacher certification requirements, the teaching of psychology in various states, student attitudes, educational history, teacher attitudes, teacher education, educational assessment, and enrollments. Complete bibliographic information is provided for each entry. Many of the studies are available in journal articles, through the ERIC system, or from publishing companies. Sources for the less readily available papers are provided. (RM)

ED 257 755 SO 016 571

Checklist for a New Course in Psychology.

American Psychological Association, Washington, D.C.

Pub Date—85

Note—14p.; For related documents, see SO 016 567-572. Printed on colored paper.

Available from—Clearinghouse on Precollege Psychology, Educational Affairs, American Psychological Association, 1200 Seventeenth St., N.W., Washington, DC 20036 (free).

Pub Type—Guides - General (050) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Books, Check Lists, Community Resources, Course Content, \*Curriculum Development, Educational Objectives, Ethics, Guidelines, High Schools, Periodicals, Professional Associations, \*Psychology, Resource Materials, Teacher Qualifications, Teaching Methods

Issues for teachers and administrators to consider when introducing a new course in psychology at the



high school level are listed in this checklist. The checklist is organized into the following sections: rationale for introducing a psychology course, target population, course content, teaching strategies, concerns for physical safety, ethical concerns, community resources, and qualifications of the psychology teachers. Also provided is an annotated list of resources, including psychology organizations, periodicals and books, and sources for planning and developing a course. Additional resources are discussed. (RM)

ED 257 756 SO 016 572

**Psychology Textbooks for the High School Course.** American Psychological Association, Washington, D.C.

Pub Date—Feb 84

Note—17p; For related documents, see SO 016 567-571.

Available from—Clearinghouse on Precollege Psychology, Educational Affairs, American Psychological Association, 1200 Seventeenth St., N.W., Washington, DC 20036 (free).

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, High Schools, \*Psychology, Textbook Content, \*Textbook Evaluation, Textbooks, \*Textbook Selection

The textbooks described in this document are written for or widely used in high school psychology courses. To help teachers decide which books to examine more closely, reviews are provided. Complete price and bibliographic information are included for each text, along with a description of accompanying materials, such as instructor's manuals or tests. Texts cited are: "Understanding Psychology" (CRM/Random House, 1980), "Psychology: Its Principles and Applications" (Engle and Snellgrove, 1979), "Psychology for Living" (Forehand, Horner, and Sorenson, 1977), "Experiencing Psychology" (Goodale and Goldberg, 1978), "Psychology for You" (Gordon, 1978), "You Self: An Introduction to Psychology" (Grace, Nicholson, and Lipsitt, 1979), "Psychology: Exploring Behavior" (Kaschauer, 1980), "Human Psychology: Development, Learning, Social Interaction" (Kuhn, White, and Toomey, 1975), "Living Psychology: Research in Action" (Lugo and Hershey, 1981), "Psychology Today and Tomorrow" (McNeil, Fuller, and Estrada, 1978), "Psychology: The Study of People" (Mindess and Munford, 1980), "Invitation to Psychology" (Ragland and Saxon, 1981), "Psychology: Understanding Ourselves and Others" (Tallent and Spungin, 1977), "Here's Psychology" (Watson), and "Psychology of Modern Life" (Whitaker, 1977). (RM)

ED 257 757 SO 016 573

**Spanish-American War to Vietnam: Booklet 4.** Critical Thinking in American History. Teacher's Guide, Source Envelope, [and Student Manual].

Hamilton-Wenham School District, South Hamilton, MA.

Pub Date—85

Note—343p; For other materials in the Project on History and Logic (HAL) series, see ED 251 351-356.

Available from—Critical Thinking Press, 775 Bay Road, South Hamilton, MA 01982 (Order No. 0450, \$12.95 plus postage).

Pub Type—Guides—Classroom—Teacher (052)—Guides—Classroom—Learner (031)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Critical Thinking, High Schools, \*History Instruction, Instructional Materials, Lesson Plans, Modern History, Social Studies, Teacher Developed Materials, \*United States History

Identifiers—Cold War, Depression (Economic 1929), McCarthyism, New Deal, Spanish American War, Vietnam War, World War I, World War II

These curriculum materials in U.S. history are part of a series designed to teach critical thinking skills systematically. The teacher's guide presents a series of supplementary ready-to-use lesson plans for teaching high school students about the Spanish-American War, the Depression era, the cold war, and post-World War II issues. The introduction presents a rationale for the "history and logic" project (HAL) and points out differences between the HAL approach to critical thinking and the inquiry method.

The introduction is followed by a guide to critical thinking, which offers an explanation of types of arguments in history, examples of fallacies, a checklist for evaluating evidence, a method for analyzing value positions, ways of identifying assumptions, and models for analyzing arguments. Other methodologies include problem worksheets, debate topics, and analyses of interpretations in which students are presented with rival interpretations of historical events, rewritten at a high school vocabulary level. The teacher's guide includes a rationale for the program, detailed lesson plans keyed to student booklets, answer keys, test questions, a chart of critical thinking skills taught in each lesson, and difficulty-level coding. A separate section (the source "envelope") contains an outline of the guide to critical thinking skills, a unit on the Bermuda Triangle, introductory worksheets, extra problems, and test questions. The student booklet contains supplementary lessons keyed to lesson plans in the teacher's guide. Lesson topics include: the Spanish-American War and China; the Yellow Press; American imperialism; World War I; Lusitania; U.S. entry into World War I; the Sacco and Vanzetti case; the 1920s; causes of the Great Depression; proposals for the New Deal; the New Deal and recovery; the atomic bombing of Japan; origins of the cold war; the Cuban missile crisis; the Vietnam War; McCarthyism; black mobility; "Brown v. the Board of Education"; President Eisenhower; pollution and energy; and women in the work force. (LH)

ED 257 758 SO 016 575

**U.S. Participation in International, Scientific, Educational, Cultural, and Communications Fields in the Absence of U.S. Membership in UNESCO. Report prepared for the Subcommittees on Human Rights and International Organizations and on International Operations of the Committee on Foreign Affairs. U.S. House of Representatives, Ninety-Ninth Congress, First Session.**

Library of Congress, Washington, D.C. Congressional Research Service.

Spons Agency—Congress of the U.S., Washington, D.C. House Committee on Foreign Affairs.

Report No.—House-R-45-190

Pub Date—1 Mar 85

Note—75p; Contains small print throughout.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Civil Liberties, \*Communications, Copyrights, \*Cultural Activities, Females, Feminism, Information Dissemination, Information Services, International Cooperation, \*International Education, \*International Programs, Natural Sciences, Participation, Program Evaluation, \*Sciences, Social Sciences, Statistical Data

Identifiers—\*UNESCO, \*United States

This report contains the results of an evaluation of the impact of U.S. withdrawal from UNESCO on various international educational, scientific, and cultural activities. The study was undertaken to assist Congressional subcommittees in considering the Reagan administration's fiscal year 1986-87 requests for contributions to the United Nations' agencies and programs following U.S. withdrawal from UNESCO. The report discusses concerns in the following areas: Education; Communications and Culture; Natural Sciences; Social Sciences, Human Rights, and Women's Issues; The General Information Program; Statistical Services; and Copyright. Background information on major issues and concerns is provided. One concern common to all areas is the future role of the Soviet Union in the UNESCO program. It is feared that the Soviet Union, upon U.S. withdrawal, would use its increased influence to redirect toward statist themes the UNESCO programs that are currently highly regarded in the United States. In addition, the Soviets might use the already well established UNESCO networks to increase their influence in the Third World. (RM)

ED 257 759 SO 016 576

**Becker, James Wojtan, Linda**

**Parallel Passages: Contrasting Views from U.S. and Japan.**

Social Studies Development Center, Bloomington, Ind.

Pub Date—83

Note—65p; For Japan/United States Textbook Study, see ED 200 500.

Available from—Social Studies Development Cen-

ter, 2805 East Tenth St., Bloomington, IN 47405 (\$3.00, plus postage).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*American Studies, Asian History, \*Asian Studies, Comparative Analysis, \*Cross Cultural Studies, Cultural Pluralism, Foreign Countries, Lesson Plans, Non Western Civilization, Religion, Secondary Education, \*Social Studies, Student Attitudes, \*Textbook Content, United States History

Identifiers—\*Japan

Using selected passages from Japanese and U.S. social studies textbooks, this booklet presents contrasting views and interpretations of historical events or circumstances. The textbooks, review, and supplementary materials collected or developed in conjunction with the Japan/U.S. Textbook Study Project provides much of the basic material for the booklet. Seven lessons highlight differing perceptions of U.S. and Japanese historical events. In the first lesson, students examine their attitudes toward Japan, explore stereotypes, and investigate the extent of Japan's Westernization. In the second lesson, students compare excerpts from U.S. and Japanese textbooks' accounts of Commodore Perry's visits to Japan. In the third lesson, students examine Japanese perceptions of slavery and the Civil War in U.S. history. The fourth lesson highlights Western perceptions of Japanese religious beliefs. A fifth lesson, "Images of Japan in U.S. Textbooks," is followed by a fact sheet describing Japan's climate, energy sources, housing, and dress. Students then explore cultural diversity in the United States and Japan by completing a comparison chart and reading about the Japanese people. In the final lesson, students examine the U.S. and Japan from both an American perspective and a world-Japanese perspective. The booklet concludes with an annotated resource list and bibliography for teaching about Japan. Student handouts are provided where appropriate. (LH)

ED 257 760 SO 016 577

**Becker, James**

**Global Studies Bibliography.**

Social Studies Development Center, Bloomington, Ind.

Pub Date—Sep 83

Note—16p.

Available from—Social Studies Development Center, 2805 East Tenth St., Bloomington, IN 47405 (\$2.00, plus postage).

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Futures (of Society), \*Global Approach, Instructional Materials, International Relations, \*International Studies, Resource Materials, Social Problems, War, World Affairs

Identifiers—\*Interdependence

Over 80 publications, most of which were published between 1975 and 1983, are listed in this annotated bibliography of books, articles, bulletins, and sources of instructional materials. Most of the items listed in this bibliography are intended to give the reader a general overview of global studies or to provide examples of the variety of materials available to teachers and other educators who wish to improve or expand the international/global dimensions of their programs and courses. The first section, "Background Reading," lists a number of publications that emphasize the increasing influence of transnational activities in human affairs and offers evidence of the universality of many of today's political, social, and environmental problems. Several of the books spell out educational implications of the emergence of a global age. Section II, "Articles, Journals, and Bulletins," includes position statements, reports, and documents in which the authors make the case for global education, or present evidence of the need for greater citizen understanding of international issues, events, and processes. Among the topics receiving attention in this section are the future, "global interdependence," and defining global education. The final section offers brief descriptions of a variety of publications featuring lessons, units, or activities for the elementary or secondary school classroom. Included in this section are materials focusing on such topics as conflict and war, change, human rights, and the world economy. (LH)

ED 257 761 SO 016 578

**In Search of Mutual Understanding: A Final**

# Report of the Netherlands/United States Textbook Study.

Information and Documentation Centre for the Geography of the Netherlands, Utrecht; National Inst. for Curriculum Development (SLO), Enschede (Netherlands); Social Studies Development Center, Bloomington, Ind.

Pub Date—84  
Note—120p; For Japan/United States textbook study, see ED 200 500.

Available from—Social Studies Development Center, 2805 East Tenth St., Bloomington, IN 47405 (\$3.00, plus postage).

Pub Type—Reports - Evaluative (142)  
EDRS Price - MF01/PC05 Plus Postage.  
Descriptors—Comparative Analysis, Comparative Education, Content Analysis, Geography Instruction, History Instruction, Secondary Education, \*Social Studies, Textbook Bias, Textbook Content, \*Textbook Evaluation, World History Identifiers—\*Netherlands, \*United States

This is a report of the Netherlands/United States Textbook Study Project, the goal of which is to improve each nation's textbooks, especially in regard to the treatment of Netherlands in U.S. textbooks, the treatment of the United States in Netherlands' textbooks, and the treatment of relations between the two countries in each nation's textbooks. Panelists from both countries reviewed 47 Netherlands and 28 United States textbooks widely used in history, geography, and other secondary social studies courses. This summary report provides background information, a list of findings, and a series of recommendations for improving each country's textbooks. General findings are that: (1) wherever the Netherlands is dealt with in American history textbooks, it receives largely unbiased treatment, although there are a number of errors in the texts and maps; and in all the textbooks examined, (2) Dutch history receives insufficient attention, (3) the importance of England in Dutch history is overestimated, (4) the notion that the United States is the heir to the English democratic tradition is deeply rooted, and (5) in the cultural, political, military, and economic fields, the Dutch participation in Atlantic relations after 1945 is underexposed. Recommendations for the improvement of American textbooks have been divided into two categories: texts dealing with American history and texts dealing with world history. An appendix provides information about sponsoring agencies. (LH)

ED 257 762 SO 016 579  
Issues in Religious Liberty. Hearing before the Subcommittee on the Constitution of the Committee on the Judiciary, United States Senate, Ninety-Eighth Congress, Second Session on Oversight on the State of Religious Liberty in America Today.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

Report No.—Senate-Hrg-98-1258

Pub Date—26 Jun 84

Note—840p; Contains small print throughout. Some sections may not reproduce legibly.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF05/PC34 Plus Postage.

Descriptors—Christianity, Elementary Secondary Education, Federal Government, Federal Regulation, Government Role, Higher Education, \*Parochial Schools, \*Religion, Religious Differences, \*Religious Education, \*State Church Separation

This report begins with the statements of two committee members, Senators Orrin G. Hatch and Patrick J. Leahy. Witnesses included Laurence H. Tribe, Harvard Law School; William B. Ball, an attorney; Everett Silven, Faith Baptist Church, Louisville, Nebraska; Dr. Greg Dixon, National Chairman of Unregistered Churches; Rev. Charles V. Bergstrom, Lutheran Council in the United States; Rev. Sun Myung Moon, Unification Church; Rev. Paul Weaver, Trinity Baptist Church in Williston, Vermont; and a panel consisting of D. James Kennedy, Coral Ridge Presbyterian Church, Ft. Lauderdale, Florida; Herbert W. Titus, CBN University, Virginia Beach, Virginia; Edward V. Hill, Mount Zion Missionary Baptist Church, Los Angeles; and John Buchanan, People for the American Way. Included in the proceedings are prepared statements, testimony, letters, and additional materials submitted. Appendices include additional submissions for the record from the Unification

Church; a letter to Senator Hatch from Edward Canfield, with a list of exhibits; and additional statements from Richard Gravely, International Society for Krishna Consciousness; Dr. Bob Jones, Bob Jones University; Rev. John D. Stenard III, Church of Scientology, with the Church of Scientology Creed; and letters and enclosures sent to the committee. (IS)

ED 257 763 SO 016 580

Han, Gyuseog. Linskold, Svenn.

Responsiveness and Conciliation in Conflict.

Pub Date—May 85

Note—17p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 2-4, 1985).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Conflict Resolution, \*Cooperation, Group Behavior, Higher Education, \*Problem Solving, Psychological Studies, Psychology, Undergraduate Students

Identifiers—\*Osgood (C E)

Interest in the ways in which conflict can be de-escalated led to this study, in which 86 college students served as subjects, to compare the effectiveness of tit for tat strategies with Osgood's (1962) proposal of graduated and reciprocated initiatives in tension reduction. The first requirement of Osgood's proposal is to communicate the need for interdependence, the mutual damage of distrust, and the need for one party to break out of the established pattern. Then a series of conciliatory initiatives is precisely announced and carried out so as to build trust. Measured retaliation to exploitation is counseled to make clear the firmness of the initiator's intentions. Results indicated that this strategy was successful in producing cooperation because it involves taking the initiative for conciliation. In the games that the participants played to assess the value of the two strategies (tit for tat versus Osgood's proposal), the resolve of the strategists using Osgood's method to repeatedly demonstrate the willingness to turn the cycle around through openly announced action is the essential element. When parties have lingered in escalation, the norm of reciprocity must be cultivated anew and this strategy, unlike the tit for tat strategy, does that. (IS)

ED 257 764 SO 016 581

Steyaert, James P. And Others

When Imagination Defies Television: The Day After Effect.

Pub Date—May 85

Note—7p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 2-4, 1985).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attitude Change, \*Disarmament, Higher Education, Mass Media, \*Mass Media Effects, \*Nuclear Warfare, Programming (Broadcast), Psychological Studies, Research Design, \*Student Attitudes, Television Viewing, Undergraduate Students

Identifiers—Day After (The)

Contrary to public expectations, this study hypothesized that viewers of the television film, "The Day After," would have less intention to stop nuclear warfare after they watched it because the film would generate fear without providing a clear way for viewers to eliminate the threat of nuclear war. Questionnaires assessed whether viewers and non-viewers of the film would differ in their attitudes about nuclear war and how to deal with the possibility of nuclear war. Sixty-three undergraduates were given pretests and posttests of questionnaires, using semantic differential, Likert, and Rotter's locus of control items. In addition, questionnaires were given to 316 students who had not seen the film. Results indicated that viewers generally felt more negative about nuclear weapons after the movie than before. While viewers of the film did not become more pro-nuclear warfare over time, non-viewers did become more favorable toward nuclear warfare. A possible explanation is that programming and discussion associated with the movie led non-viewers to increase their thinking about nuclear war, even without seeing the movie, and that this thinking was less negative than thoughts generated by those who had seen the movie. While most data from other quasi-experimental studies of this film's effect do not show similar results, data from studies

by Schofield and Pavelchek (1984) and Mayton (1984) seem to lend support to the results of this study. (IS)

ED 257 765 SO 016 582

London, Perry

Behavior Control: The View from Nineteen Eighty

Four

Pub Date—84

Note—27p; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ethics, \*Futures (of Society), Literature, Political Issues, \*Psychology, \*Social Change, \*Social Values, Technological Advancement, \*Totalitarianism Identifiers—1984 (Title), \*Behavior Control, \*Orwell (George)

Behavior control is not simply a matter with technological implications but a political issue as well. Orwell's "1984" is valuable because it confronts this issue and presents readers with a plausible scenario for the workings of a totalitarian state based on behavior control. The threat of "1984" is not only that government will have absolute control of people, but also that control can be systematized and made so successful in the destruction of individual personality that no one will want to deviate from the roles assigned to them by authority. The relationship of this threat to behavior control technologies is that the threat of total political control is one of the possibilities engendered by the promise of ever-improving biomedical and psychosocial therapeutic control. The important thing about behavior control technology is that the whole is more than the sum of the parts, that education, persuasion, and drugs are all forms of behavior control and, in combination, can lead us to the visions of "1984" or "Brave New World." What is necessary to escape this vision for the future is to actively create new scenarios which would allow the best human values to determine the uses to which technology is put, rather than accept a technological imperative which gives free reign to the uses to which technology is put. (IS)

ED 257 766 SO 016 583

Pirtle, Sara, Ed.

Perspectives at Work: Fourteen Activities for

Building Peacemaking Skills. Grades One to Six.

Traprock Peace Center, Deerfield, MA.

Pub Date—Jul 84

Note—44p; For "Perspectives," see ED 240 023.

Available from—Traprock Peace Center, Woolman Hill Keets Road, Deerfield, MA 01342 (\$2.00; \$1.50 quantity discount).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Childrens Art, \*Conflict Resolution, \*Cooperation, \*Creative Writing, Decision Making, Elementary Education, Futures (of Society), Learning Activities, \*Peace, Student Developed Materials, Units of Study

Identifiers—Community Based Education, Environmental Problems  
Designed for teachers of students in grades 1-6, this representative sample of artwork and creative writing illustrates activities for teaching peace education. Based on a curriculum created by the Greater Boston Chapter of Educators for Social Responsibility ("Perspectives"), the booklet presents student art and writing samples illustrating student ideas about peace, cooperation, and conflict resolution. Students study local community builders, famous peacemakers, and people who are different from themselves, and examine change, decision making strategies, and the future. Suggested activities for students in grades 1-3 include making peace flowers as a cooperative effort, interviewing community builders, studying the life of famous peacemakers, and examining conflicts. Activities for students in grades 3-5 include defining peace, dramatizing the decisions of famous peacemakers, studying changes, exploring a non-violent future world, imagining oneself in the future, and making a time capsule. Activities for students in grades 5 and 6 include cartooning as a means of teaching about environmental problems, using skits to demonstrate decisions made by famous people, and participation in an activity called "Name Gathering," in which students encounter a different culture. Each of the three sections—first through third grade,

## 144 Document Resumes

third through fifth, and fifth through sixth—begins with a brief summary of the assignments and is followed by examples. (LH)

**ED 257 767** SO 016 584

*Reeve, John Marshall Cole, Steven G.*  
Cooperation: The Synergistic Influence of Communication, Trust, and Equality on a Trial.

Pub Date—May 85

Note—32p; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Austin, TX, May 18-20, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Communication (Thought Transfer), \*Cooperation, Group Behavior, Higher Education, \*Problem Solving, Psychological Studies, \*Psychology, Undergraduate Students

Identifiers—Trust

In this study, 120 introductory psychology students participated in an experimental game designed to be manipulated by the use of cooperative cues. These are variables introduced into a social situation that function to guide the group toward collaboration. Prior research has focused on the effect of single cues and has produced mixed results, with some studies showing cooperative cues aiding cooperation and others indicating no positive effect. Three cooperative cues, communication, trust, and equality, were examined for both their isolated and their combined influence on the proportion of cooperation and number of cooperative game outcomes in games played by triads. When each cue acted alone, none elicited a greater proportion of cooperation than did a control group with no such cue. When the cues were combined, however, there was a marked increase in both the triad's proportion of cooperation and the number of games resolved through cooperation. This cooperative behavior may have been the product of the supportive and reinforcing properties of the interdependency of cooperative cues. (Author/IS)

**ED 257 768** SO 016 585

*Notable Children's Trade Books in the Field of Social Studies. An Annotated Bibliography Compiled from Issues of the Journal "Social Education."*

Pub Date—1985.

National Council for the Social Studies, Washington, D.C.

Pub Date—85

Note—22p; Pages 373-374 mispaginated in the original printing. Compiled by the ERIC Clearinghouse for Social Studies/Social Science Education. For previous compilation, see ED 235 050.

Journal Cts—Social Education; v48 n4 p369-81 Apr 1985 v49 n5 p322-30 May 1985

Pub Type—Journal Articles (080) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Annotated Bibliographies, Biographies, \*Children's Literature, Controversial Issues (Course Content), Elementary Education, Fiction, Folk Culture, Interpersonal Relationship, Legends, Nonfiction, Poetry, Self Concept, Social Problems, \*Social Studies, United States History, World History

Each year, the journal "Social Education" contains an annotated bibliography of notable children's trade books in the field of social studies, evaluated and selected by the Book Review Subcommittee of the National Council for the Social Studies-Children's Book Council Joint Committee. This second compilation represents a two-year compilation (1983-1984) of this journal feature. In general, the nearly 300 books selected for this bibliography are written primarily for children in grades K-8, emphasize human relations, present an original theme or fresh slant on a traditional topic, are highly readable, and when appropriate include maps and illustrations. All titles were published in the United States in 1983 and 1984. The categories under which the books are listed are (1) United States history, culture, and life; (2) world history and culture; (3) biographies and autobiographical accounts; (4) folktales, legends, poetry, graphic arts, and storytelling; (5) contemporary interests, opportunities, and controversies; and (6) understanding oneself and others. (LH)

**ED 257 769** SO 016 586

*Whitehead, David J.*  
The Development and Testing of an Economics Attitude Scale. Research Papers in Economics Education.

London Univ. (England). Inst. of Education.

Pub Date—Jun 85

Note—31p; Pages 21 and 22 contain broken print that may not reproduce clearly.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Attitude Change, \*Attitude Measures, \*Economics Education, Foreign Countries, Research Methodology, Secondary Education, Social Science Research, \*Student Attitudes, \*Test Construction, Test Interpretation, Test Items

Identifiers—Great Britain

The development, testing, and modification of an instrument to measure attitude change toward economic issues among economics students is described in this paper. It was initially hypothesized that a continuum of attitudes toward economic issues existed, ranging from extreme interventionist ideas at one end to extreme laissez-faire at the other end, and that respondents would occupy a particular position on that continuum. Statements which reveal economic attitudes were collected for possible inclusion from other tests, from discussions with students at schools similar to those where tests would later be conducted, and from the researcher. Despite recognized problems, a Likert scale was used. The first version was tested by 68 students at three schools. After analysis of students' responses, three more revised versions were tested on additional students at other schools before a final version with twelve questions was accepted. Possible continuing problems exist with assumptions that student attitudes are unidimensional, that scores on individual items of a scale have additive properties, that the interval between each rating is uniform, and that the questions have identical meanings for all respondents. Appendices include each version of the test. (IS)

**ED 257 770** SO 016 599

*Women in Minnesota.*

Minnesota State Commission on the Economic Status of Women, St. Paul; Minnesota Univ., Minneapolis. Hubert H. Humphrey Inst. of Public Affairs.

Pub Date—Aug 84

Note—49p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Birth Rate, \*Census Figures, \*Demography, Economic Status, Employed Women, Family Life, \*Females, \*Human Geography, Income, Labor Force, Marriage, \*Population Distribution, Population Trends, Statistical Analysis, Trend Analysis, Womens Education

Identifiers—\*Minnesota

Based on data from the 1980 Census of Population and Housing, this report contains comprehensive information about the status of women in Minnesota. It includes detailed information about population characteristics, educational attainment and enrollments, marital status, labor force participation and employment, income and earnings, and poverty level rates. The first part of the report contains a narrative description of women in Minnesota. The second part contains detailed data tables and definitions of terms. Some of the findings are that (1) in the last ten years the fastest-growing group in the state's female population has been women age 85 and over, (2) women are now 50 percent of post-secondary students in Minnesota, (3) the median age at marriage has increased by about 2 years for both men and women in the last ten years, (4) the overall ratio of divorces to marriages has increased from one divorce for every 3.8 marriages in 1970 to one divorce for every 2.5 marriages in 1980, (5) labor force rates for women age 16 to 64 increased from 50 percent in 1970 to 64 percent in 1980 (the rate for men has remained unchanged), (6) for all women with children, labor force rates increased from 41 percent to 60 percent, (7) female college graduates earn about the same as men with an eighth grade education, and women who have attended graduate school earn less than male high school dropouts, and (8) almost one-third of female-headed families with children are poor, and more than half of female-headed families with children under age six are living in poverty. (LH)

**ED 257 771** SO 016 622

*Chaney, Elsa M.*  
Women of the World: Latin America and the Caribbean.

Agency for International Development (IDCA),

Washington, D.C. Office of Women in Development; Bureau of the Census (DOC), Suitland, Md.

Report No.—WID-1

Pub Date—May 84

Note—179p; For other documents in the series, see SO 016 623-626. Some tables and maps contain small print and blue coloring that may not reproduce.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Birth Rate, \*Census Figures, Employed Women, \*Females, Foreign Countries, \*Human Geography, \*Latin Americans, Marriage, \*Population Distribution, Population Trends, Rural to Urban Migration, Statistical Analysis, Trend Analysis, Womens Education

Identifiers—\*Caribbean, \*Women in Development

The first in a series of five handbooks designed to present and analyze statistical data on women in various regions of the world, this handbook focuses on women in 21 countries in Latin America and the Caribbean. Beginning with an overview of population characteristics of the regions, the analysis continues with a description of women's literacy and education, their labor force participation, their marital status and living arrangements, their fertility, and their mortality. Information is presented not only in tables, charts, and text, but also in narrative form, offering a critique on concepts, availability, and quality of the data assembled on each variable. Findings show that while the death rate does not vary significantly by subregion (the Caribbean, Middle America, and South America), differences in population growth result from variations in levels of fertility and international migration, with birth rates being relatively high in Middle America, where emigration is lower, and lower in the Caribbean, where emigration is higher. While the differences in literacy rates between the sexes are substantial, the gap between urban and rural rates for either sex is larger still. Statistics showed a far lower participation of women than men in the formal labor force. Women's principal power and influence continue to be exercised in the domains of the family and the household, even though increasing numbers are entering the work force. Appendices contain a bibliography listing over 200 documents; a list of tables in the Women in Development Data Base; and tables showing population by age, sex, and rural/urban residence. (LH)

**ED 257 772** SO 016 623

*Newman, Joanne S.*

Women of the World: Sub-Saharan Africa.

Agency for International Development (IDCA), Washington, D.C. Office of Women in Development; Bureau of the Census (DOC), Suitland, Md.

Report No.—WID-2

Pub Date—Aug 84

Note—205p; For other documents in the series, see SO 016 622-626. Some graphs may not reproduce clearly.

Available from—Data User Services Division, Customer Services, Bureau of the Census, Washington, DC 20233 (\$5.50).

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—Birth Rate, \*Census Figures, Employed Women, \*Females, Foreign Countries, \*Human Geography, Labor Force, Labor Force Nonparticipants, Marriage, \*Population Distribution, Population Trends, Rural to Urban Migration, Statistical Analysis, Trend Analysis, Womens Education

Identifiers—\*Africa (Sub Sahara), \*Women in Development

The second in a series of five handbooks designed to present and analyze statistical data on women in various regions of the world, this handbook focuses on women in 40 countries of Sub-Saharan Africa. Beginning with an overview of population characteristics in the region, the analysis continues with a description of women's literacy and education, their labor force participation, their marital status and living arrangements, their fertility, and their mortality. Information is presented not only in tables, charts, and text, but also in narrative form, offering a critique on concepts, availability, and quality of the data assembled on each variable. Findings show that except in Nigeria, the populations of Sub-Saharan African countries are not large and rural densities are not usually high. However, the population is



growing rapidly, at about three percent per year. The proportion of women in the working ages is lower in the urban and higher in the rural areas than is that of men. There appear to be subregional differences in female literacy: rates tend to be higher in the Eastern and Southern regions than in West Africa, and the female disadvantage relative to males is smaller. Moreover, male labor force participation is uniformly high in the region, while female participation is lower and highly variable. Plural marriage is common in many countries of the region; in 10 of the 12 countries with data on polygamy, one-fifth to one-third of the married men had two or more wives. Appendices contain references, tables, and information on population by age, sex, and rural/urban residence. (LH)

ED 257 773

SO 016 624

Chamie, Mary

**Women of the World: Near East and North Africa.** Agency for International Development (IDCA), Washington, D.C. Office of Women in Development; Bureau of the Census (DOC), Suitland, Md.

Report No.—WID-3

Pub Date—Feb 85

Note—212p.; For other documents in the series, see SO 016 622-626.

Available from—Data User Services Division, Customer Services, Bureau of the Census, Washington, DC 20233 (\$5.50).

Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Birth Rate, \*Census Figures, Employed Women, \*Females, Foreign Countries, \*Human Geography, Labor Force, Labor Force Nonparticipants, Marriage, \*Population Distribution, Population Trends, Rural to Urban Migration, Statistical Analysis, Trend Analysis, Womens Education

Identifiers—\*Africa (North), \*Near East

The third in a series of five handbooks designed to present and analyze statistical data on women in various regions of the world, this handbook focuses on women in 14 countries in the Near East and North Africa. Beginning with an overview of population distribution and changes in the region, the analysis continues with a description of women's literacy and education, their labor force participation, their marital status and living arrangements, their fertility, and their mortality. Information is presented not only in tables, charts, and text but also in narrative form offering a critique on concepts, availability, and quality of data assembled on each variable. Findings show that there are more women in the working age group (ages 15-64) in labor exporting countries, with more men in this group in labor importing countries. The Middle South Asia subregion has higher crude birth and death rates than North Africa and Western South Asia. Because more men than women migrate, the working age population remaining in rural areas is dominated by women. Although there are substantial differences in both literacy and school enrollment rates among men and women, improvements have been evidenced by higher percentages of literate and enrolled women among the younger age groups. Statistics also show a far lower participation of women than men in the labor force. Appendices contain a list of over 100 publications; information on data sources; a list of tables; and information on population by age, sex, and rural/urban residence. (LH)

ED 257 774

SO 016 625

Shah, Nasra M.

**Women of the World: Asia and the Pacific.**

Agency for International Development (IDCA), Washington, D.C. Office of Women in Development; Bureau of the Census (DOC), Suitland, Md.

Report No.—WID-4

Pub Date—Feb 85

Note—146p.; For other documents in the series, see SO 016 622-626. Some graphs may not reproduce clearly.

Available from—Data User Services Division, Customer Services, Bureau of the Census, Washington, DC 20233 (\$5.50).

Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Birth Rate, \*Census Figures, Employed Women, \*Females, Foreign Countries, \*Human Geography, Labor Force, Labor Force

Nonparticipants, Marriage, \*Population Distribution, Population Trends, Rural to Urban Migration, Statistical Analysis, Trend Analysis, Womens Education

Identifiers—\*Asia Pacific Region, \*Women in Development

The fourth in a series of five handbooks designed to present and analyze statistical data on women in various regions of the world, this handbook focuses on women in 14 countries of Asia and the Pacific. Beginning with an overview of population distribution and changes in the region, the analysis continues with a description of women's literacy and education, their labor force participation, their marital status and living arrangements, their fertility, and their mortality. Information is presented not only in tables, charts, and text but also in narrative forms offering a critique on concepts, availability, and quality of the data assembled on each variable. Findings show that the Asian region contains two of the world's largest countries, Mainland China and India, which together are the home of 37 percent of the earth's inhabitants. In contrast, the Pacific island nations are relatively small. Compared to other parts of the developing world, the youth (under age 15) dependency burden in Asia as a whole is low, due largely to rapidly declining family size in East Asia and Mainland China. In all countries, men outpace women in the ability to read and write, although literacy is considerably higher among younger women. In addition, there are large female/male differences in rates of economic activity in both rural and urban areas, and marriage continues to be a prime determinant of women's status throughout much of Asia. Appendices contain references; sources of data; tables; information on population by age, sex, and rural/urban residence; and abbreviations. (LH)

ED 257 775

SO 016 626

Jamison, Ellen

**Women of the World: A Handbook for Developing Regions.**

Agency for International Development (IDCA), Washington, D.C. Office of Women in Development; Bureau of the Census (DOC), Suitland, Md.

Report No.—WID-5

Pub Date—Mar 85

Note—75p.; For other documents in the series, see SO 016 622-625. Colored bar graphs may not reproduce clearly.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock order no. 003-024-06202-0, \$2.75). Data User Services Division, Customer Services, Bureau of the Census, Washington, DC 20233 (\$2.75).

Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Birth Rate, \*Census Figures, \*Charts, Employed Women, \*Females, Foreign Countries, \*Human Geography, Labor Force, Labor Force Nonparticipants, Latin Americans, Marriage, \*Population Distribution, Population Trends, Rural to Urban Migration, Statistical Analysis, Trend Analysis, Womens Education

Identifiers—Africa (North), Africa (Sub Sahara), Asia Pacific Region, Caribbean, Near East, \*Women in Development

The fifth in a series of five handbooks designed to present and analyze statistical data on women, this report presents a series of captioned charts describing the situation of women in Latin America and the Caribbean, Sub-Saharan Africa, the Near East and North Africa, and Asia and the Pacific. The original sources of data are the censuses and surveys conducted by national statistical offices of the countries themselves. The chartbook begins with a view of the current total population in each country and the changing proportion of women in urban areas. Next, sex ratios of the population in two key age groups—working (ages 15 to 64 years) and elderly (65 and over)—are presented for rural and urban populations. Male and female education is represented by literacy rates and school enrollment; labor force participation rates and share of labor force are given for men, and labor force participation rates are shown for women in the key age group 20 to 29 years, by rural/urban residence. The percentage of young women in rural and urban areas who are single and the proportion of older men and women who are widowed are illustrated next, followed by the proportion of households headed by women. Fertility rates and gender differences in infant mortality

and in life expectancy at birth are also illustrated. The chartbook is organized by topic. Within each topic, charts are presented by region; and within each chart, data are shown by country. (LH)

## SP

ED 257 776

SP 025 770

McDonald, Frederick J.

**Study of Induction Programs for Beginning Teachers. Executive Summary.**

Educational Testing Service, Princeton, N.J. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Contract—400-78-0069

Note—181p.; For related documents, see SP 025 771-775.

Pub Type—Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Beginning Teachers, Elementary Secondary Education, Higher Education, \*Internship Programs, Policy Formation, Problem Solving, \*Program Development, \*Program Effectiveness, Research Needs, Teacher Effectiveness, \*Teacher Orientation, \*Vocational Adjustment

Identifiers—\*Beginning Teacher Induction

This summary of the development and implementation of the Study of Induction Programs for Beginning Teachers includes descriptions of the methods used to obtain data as well as recommendations and conclusions drawn from the study. Critical questions in the investigation were: (1) What are the problems of beginning teachers? (2) What kinds of programs have facilitated the solution of these problems? and (3) What are the consequences of failing to solve these problems in terms of achieving teacher effectiveness and stimulating a career of progressive professional development? Information was gathered by a review of relevant literature, identification of and visits to programs designed to assist beginning teachers, and a review of evaluation reports of the programs. Twenty-four programs were examined in depth; of these, four were selected for site visits by the staff of the Educational Testing Service. Educators concerned about the problems and issues of beginning teachers were consulted. The four-volume report resulting from the study discusses problems and issues covered, the methodology used, comprehensive descriptions of exemplary programs, a review of the literature, and the names and locations of educators interested and involved in programs for beginning teachers. (JD)

ED 257 777

SP 025 771

McDonald, Frederick J. Elias, Patricia

**The Transition Into Teaching: The Problems of Beginning Teachers and Programs to Solve Them. Summary Report.**

Educational Testing Service, Princeton, N.J. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Contract—400-78-0069

Note—29p.; For related documents, see SP 025 770-775.

Pub Type—Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Beginning Teachers, Higher Education, Individual Development, \*Internship Programs, Preservice Teacher Education, \*Program Development, \*Teacher Orientation, Teaching Experience, Vocational Adjustment, \*Vocational Maturity

Identifiers—\*Beginning Teacher Induction

This summary report on the Study of Induction Programs for Beginning Teachers offers insights on the findings of the study. Two kinds of programs were studied: preservice internship programs, and induction programs. A discussion is given on what the study revealed about the experiences of beginning teachers in the transition period from students to active classroom teachers. Characteristics and sequence of problems faced by beginning teachers are considered. A brief description is given of programs developed specifically for the transition period into teaching. Recommendations are made for more in-depth, more comprehensive developmental studies of the beginning teacher, and the social forces which shape the perceptions and attitudes of begin-

ning teachers. (JD)

ED 257 778

SP 025 772

McDonald, Frederick J.

Study of Induction Programs for Beginning Teachers. Volume I. The Problems of Beginning Teachers: A Crisis in Training.

Educational Testing Service, Princeton, N.J.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—80

Contract—400-78-0069

Note—490p.; For related documents, see SP 025 770-775.

Pub Type—Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Beginning Teachers, Higher Education, \*Internship Programs, Preservice Teacher Education, \*Program Development, Program Evaluation, Research Needs, \*Teacher Orientation, \*Teaching Experience, \*Vocational Adjustment

Identifier—\*Beginning Teacher Induction

In this first of four volumes reporting the findings of the study of induction programs for beginning teachers, the problems and issues covered by the study are discussed. A description is given of the methodology used in the study, and a series of recommendations for teacher educators and policy-makers are offered. In the first chapter, the human experience of the transition period into teaching is considered. Chapter two provides the history, methods, and major recommendations of the study. Chapter three presents different perspectives on the problems facing the beginning teacher. In the fourth chapter, specific kinds of problems beginning teachers have are described. Approaches to solving the problems of beginning teachers is the topic of chapter five. In chapters six and seven, descriptions are given of selected internship and induction programs. Chapter eight describes and analyzes policy problems in dealing with beginning teachers. Chapter nine describes the kinds of research needed to define the nature of the problems of beginning teachers. Recommendations and conclusions are offered in the final chapter. (JD)

ED 257 779

SP 025 773

Elias, Patricia And Others

Study of Induction Programs for Beginning Teachers. Volume II. The Problems of Beginning Teachers: A Digest of Helping Programs.

Educational Testing Service, Princeton, N.J.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—80

Contract—400-78-0069

Note—354p.; For related documents, see SP 025 770-775.

Pub Type—Reports - Research (143) - Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—\*Beginning Teachers, \*Demonstration Programs, \*Internship Programs, Preservice Teacher Education, Program Development, \*Program Effectiveness, Program Evaluation, \*Teacher Orientation, \*Vocational Adjustment

Identifier—\*Beginning Teacher Induction

The Digest of Helping Programs presented in this volume describes exemplary support programs for beginning teachers in the United States. Twenty-four programs are included, of which four are described in considerable detail. Comprehensive descriptions are given of the following programs: (1) The Stanford University Intern Program; (2) The Resident Teacher Master's Degree Program, University of Oregon; (3) The Intern Teaching Program for College Graduates, Temple University; and (4) The Staff Academy Program for New Teachers, Jefferson County School District, Colorado. Descriptions of each of these programs include the history, development, and rationale of the program, description of the program's critical components, and an evaluative summary by the site visit team. Overviews are presented of exemplary program models established by universities, consortiums, school districts, teacher corps, and statewide programs. (JD)

ED 257 780

SP 025 774

Elias, Patricia And Others

Study of Induction Programs for Beginning Teachers. Volume III. Helping Beginning Teachers Through the First Year: A Review of the Literature.

Educational Testing Service, Princeton, N.J.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—80

Contract—400-78-0069

Note—51p.; For related documents, see SP 025 770-775.

Pub Type—Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Beginning Teachers, Higher Education, Preservice Teacher Education, \*Program Development, \*Program Evaluation, \*Teacher Education Programs, \*Teacher Orientation

Identifier—\*Beginning Teacher Induction, \*Extended Degree Programs

The major purposes of this literature review were to locate and describe existing programs that assist beginning teachers, and to describe the evaluation of these programs. Of particular interest was literature in which the problems of beginning teachers were described. Literature covering the following topics is reviewed: (1) why extended teacher training programs were developed; (2) the advantages of extended training programs; (3) why extended training programs fail; (4) why district and state programs were developed; (5) evaluation of extended teacher training programs; (6) the problems of beginning teachers; and (7) the problems with teacher training programs. A bibliography is included. (JD)

ED 257 781

SP 025 775

Simon, Roni Comp.

Study of Induction Programs for Beginning Teachers. Volume IV. Educators Interested and Involved in Programs for Beginning Teachers: A Human Resource Bank.

Educational Testing Service, Princeton, N.J.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—80

Contract—400-78-0069

Note—65p.; For related documents, see SP 025 770-774.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Beginning Teachers, \*Demonstration Programs, Higher Education, \*Information Sources, Internship Programs, Program Development, Teacher Educators, \*Teacher Orientation

Identifier—\*Beginning Teacher Induction

The lists presented in this volume include individuals and institutions that may serve as resources to educators developing or modifying programs to assist beginning teachers. These lists were generated by contracts made in the course of the study of induction programs for beginning teachers. The first list is of locations and directors of the four case study sites the Educational Testing Service staff visited. They represent exemplary programs serving beginning teachers and may serve as resources for other educators who are developing or modifying similar programs. The second list is of the locations and directors of the 20 exemplary programs described in the study. The final list is of people who provided information, nominations of exemplary programs, and support to the study. They represent a variety of institutions and agencies interested in the problems of beginning teachers. (JD)

ED 257 782

SP 025 827

Monahan, William G.

Teacher Education in the '90s: A Working Paper.

Occasional Paper No. 016.

Appalachia Educational Lab., Charleston, W. Va.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—AEL-OP-016

Pub Date—Nov 84

Contract—400-83-0001-P-6

Note—54p.

Pub Type—Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Educational Change, Educational Trends, Higher Education, \*Preservice Teacher Education, \*Program Improvement, \*Program Length, \*Schools of Education, \*Teacher Education Programs

Identifier—\*Extended Degree Programs

The restructuring of teacher education programs must involve a collaboration between members of college faculties involved in producing educational knowledge and those who use the knowledge to

train teachers. The restructuring also involves: (1) extending the teacher training period to a minimum of five years; (2) better integration of the academic and clinical aspects of training; (3) increasing the status and role of excellent practitioners who supervise student teaching; and (4) creating new graduate degrees commensurate with the increased rigor of a truly "professional" program. This paper establishes the historical context for this change as well as the rationale and necessary preconditions. It also proposes three structural models for teacher education programs in the 1990s. (Author/JD)

ED 257 783

SP 025 833

Health Care Technology Assessment. Hearing Before the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, Second Session on Examination of the Health Care Containment Issue: Health Technology Assessment; General Cost Containment Strategies; and Cost Implications of Defensive Medicine and Medical Malpractice.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Report No.—Senate-Hrg-98-1038

Pub Date—7 Jun 84

Note—130p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Cost Effectiveness, \*Federal Legislation, \*Government Role, \*Health Insurance, Health Needs, \*Medical Care Evaluation, Needs Assessment, Preventive Medicine, \*Program Costs, Public Health, Technology

This committee hearing was held to consider factors in federal support of health care services, including the roles of professional organizations, insurance companies, and hospitals. The process of evaluating whether the use of medical technology, diagnostic tests, and therapeutic procedures are cost-effective and beneficial is identified as "technology assessment." Included in the considerations were general cost containment strategies and cost implications of defensive medicine and medical malpractice. Statements from 14 witnesses were recorded. Responses to questions posed by members of the committee are included. (JD)

ED 257 784

SP 025 873

Education for a Democratic Future. Equity and Excellence: Toward an Agenda for School Reform.

Public Education Information Network, Washington, DC.

Pub Date—85

Note—30p.

Available from—Public Education Information Network, Campus Box 1183, Washington University, St. Louis, MO 63130 (\$2.00 prepaid, \$2.50 invoice orders, discount on larger quantities).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Curriculum Development, \*Educational Change, Elementary Secondary Education, \*Equal Education, \*Governance, \*Participative Decision Making, School Community Relationship, School Organization, Social Problems, \*Teacher Effectiveness

Identifier—Excellence in Education

The philosophy upon which this monograph is based is the belief that one of the responsibilities of the schools is to prepare all youth to become active and well-informed participants in a democratic society. Alternatives and options are recommended for improving the school curriculum, governance, teacher effectiveness, testing, discipline, and pedagogy. Among the options offered are: (1) abandoning centrally mandated textbooks; (2) instituting peer review of teachers by their colleagues; (3) replacing centralized testing with school-based evaluations sensitive to the history and needs of each community; and (4) establishing more democratic forms of governance and discipline which foster greater community among students, teachers, and parents while also advancing the individual, legal, and constitutional rights of each. Appended to the booklet are four short biographies, a list of individuals the press may contact for more information, a press release, and a representative list of persons who have endorsed the statement. (JD)

ED 257 785

SP 025 909

Guidelines for Performance Based Teacher Evaluation in Missouri.

Missouri State Dept. of Elementary and Secondary Education, Jefferson City.  
Pub Date—Jun 84  
Note—32p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, Elementary Secondary Education, \*Evaluation Criteria, Formative Evaluation, \*State Standards, Summative Evaluation, \*Teacher Behavior, Teacher Effectiveness, \*Teacher Evaluation, Teaching Methods Identifiers—\*Missouri

A step-by-step outline of recommended procedures is presented for a performance based evaluation system for teachers in Missouri. Four general performance areas form the basis for the system: (1) instructional processes; (2) classroom management; (3) interpersonal relationships; and (4) professional responsibilities. Nineteen specific, research-based criteria are the foundation of the evaluating process. A list of succinct descriptors for each of the criteria is provided. Charts and evaluation forms are included for use by observers in gathering information upon which to base both formative and summative evaluations of teachers' performance. (JD)

ED 257 786 SP 026 017

James, Gregory

Some Problems in In-Service Teacher Training.

Pub Date—Nov 84

Note—18p.; Paper prepared for presentation at the J.A.L.T. Conference (Tokyo, Japan, November 1984). Document contains light type.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Chinese, Curriculum Development, Elementary Education, Elementary School Teachers, English Teacher Education, Foreign Countries, \*Inservice Teacher Education, \*Program Development, \*Second Language Instruction

The problems of motivation and evaluation in the inservice training of primary school teachers of English at the Institute of Language in Education in Hong Kong are discussed. The Institute was founded with the goal of improving the standard of English and Chinese in the schools and the community and to facilitate bilingualism in the Colony. A description is given of inservice training programs established to improve the skills of teachers of both Chinese and English. Included in the description is a discussion on how the syllabi used in the schools were reformed and the development of a new syllabus for English. Problems involved in implementing effective inservice education for the reformed curriculum and syllabi are analyzed in the light of how the teachers reacted to inservice workshops and their attitudes toward an evaluation system used to critique their work and progress. (JD)

ED 257 787 SP 026 022

Gallup, Alec

Gallup Poll of Teachers' Attitudes toward the Public Schools.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-793-5

Pub Date—85

Note—21p.

Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402 (\$2.00).

Pub Type—Information Analyses (070) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Attitudes, Elementary Secondary Education, National Surveys, \*Public Opinion, \*Public Schools, \*School Responsibility, \*Teacher Attitudes, \*Teacher Role

This poll provides comparisons of teachers' attitudes with the views of the general public on the public schools. Teachers' opinions were obtained on: (1) effectiveness of public schools; (2) effectiveness of teachers, administrators, school boards, and parents; (3) quality of teacher education; (4) presidential candidates' attitudes toward education; (5) school prayer; (6) why teachers leave the profession; (7) attracting and retaining good teachers; (8) teacher compensation; (9) differential pay in subject areas with teacher shortages; (10) merit pay; (11) reasons for favoring/opposing merit pay; (12) who should determine which teachers receive merit pay; (13) what percentage of teachers deserve merit pay; (14) the seriousness of the discipline problem; (15) perceived incidence of school problems; (16) reasons for discipline problems; (17) support for public

school testing; (18) remedial classes or repeating a grade; (19) raising college entrance requirements; (20) a state board examination for teachers; (21) desirability of teaching as a profession; (22) unions, strikes, and arbitration; (23) how teachers see themselves; (24) subject requirements; (25) sex education; (26) the goals of education; (27) extending the school day or year; and (28) control of instruction. Responses are recorded on tables and a summary of findings is presented. (JD)

ED 257 788 SP 026 024

Driscoll, Amy

Case Study of a Research Intervention: The University of Utah's Collaborative Approach.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 85

Contract—400-83-003

Note—55p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Denver, CO, February 27-March 2, 1985). For related documents, see ED 253 517; ED 246 037; ED 242 664; ED 240 073.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Cooperative Programs, Elementary School Teachers, Higher Education, \*Preservice Teacher Education, \*Program Effectiveness, \*Program Evaluation, Research Methodology, \*Research Utilization, Teacher Behavior, \*Teacher Effectiveness

Identifiers—\*ARTE RUETE Study

A report is presented on the progress of the Applying Research to Teacher Education (ARTE) Research Utilization in Elementary Teacher Education (RUETE) study. The purpose of the study is to develop preservice instruction incorporating current research findings on effective instruction and effective schools and to assess the impact of the preservice instruction. The report focuses on the first year of the study and the strategies developed for effecting preservice teacher education with the research findings on effective instruction and preliminary assessment of those strategies. The initial research intervention at the University of Utah is described with comprehensive data on the methodology and findings, as well as plans for replication. The collaborative nature of the research intervention promoted a link among an external research and development agency, a teacher preparation program, and a public school system. A discussion is offered on the implications for teacher education in such a collaborative effort with parity for varied professional constituencies. It is suggested that while such a process is successful in meeting the goals of decision-making and designing of preservice instruction, it may not be feasible in other settings because of time and cost constraints. (JD)

ED 257 789 SP 026 027

Tafel, Linda S.

Planning for an Uncertain Future: Some New Fundamentals for Teacher Education.

Pub Date—28 Feb 85

Note—10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Denver, CO, February 27-March 2, 1985).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Change Strategies, Educational Change, \*Educational Objectives, \*Futures (of Society), Higher Education, Preservice Teacher Education, Program Development, Research Needs, \*Teacher Education Programs

The following questions are addressed in this paper: (1) What should be the goals for teacher education as we move into the twenty-first century? (2) Given the present organizational framework for teacher education, how is change which is responsive to the future needs of teachers and learners possible? How can such changes be planned and implemented? (3) Which components of our traditional model of teacher education need to be re-examined as we plan for change? What organizational patterns are more appropriate for the future? (4) What should be the role of research in teacher education? and (5) How must leaders within teacher education institutions approach change in a proac-

tive, futuristic way? (JD)

ED 257 790 SP 026 030

Carver, Fred D. Krajewski, Robert J.

Organization and Operation of Teacher Education Programs: Implications for Change in Professional Education Preparation.

Pub Date—28 Feb 85

Note—20p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Denver, CO, February 27-March 2, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Administration, Degrees (Academic), Higher Education, Institutional Autonomy, \*Institutional Characteristics, \*Policy Formation, \*Schools of Education, \*Teacher Education Programs, Teacher Educators

A survey conducted in 1983-84 of American Association of Colleges for Teacher Education member institutions sought information regarding teacher education policy and organizational/structural practices. Questionnaires contained four questions about institutional characteristics, and five questions about general organization for teacher education programs, one of which concerned the locus of responsibility for offering selected courses, advising students, and supervising student teachers in six program areas. Statistics were tabulated and responses analyzed for each of the questions. Findings indicated: (1) teacher preparation is decentralized and complex across the nation; fluctuating supply and demand, geographic mobility among students and graduates, and an evolving view of appropriate components contribute to significant commonalities in teacher education programs; (2) teacher preparation involves faculty from throughout the college/university, thus teacher preparation is an institutional function; (3) only 46 percent of institutions have separate programs of general education for teacher preparation; (4) policy responsibility lies with education professors in 58 percent of the institutions; and (5) teacher preparation program control is a shared responsibility in varying, complex ways and to varying degrees in higher education institutions. Recommendations for improvements for teacher preparation programs are suggested in a discussion of the implications of the findings. (JD)

ED 257 791 SP 026 033

Whorton, David M. And Others

The Creation of the Center for Excellence in Education: A Case Study.

Pub Date—28 Feb 85

Note—20p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Denver, CO, February 27-March 2, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Change Strategies, Higher Education, \*Institutional Environment, Long Range Planning, \*Organizational Change, Participative Decision Making, \*Policy Formation, \*Schools of Education

Identifiers—\*Northern Arizona University

The College of Education at Northern Arizona University was organized along traditional lines with a dean, department chairs for curriculum and instruction, educational administration, etc. In the past decade the College had begun to isolate itself from other colleges and departments within the University. Also, programs of teacher preparation had become increasingly concerned with pedagogy at the expense of content knowledge. Under the leadership of the president of the University, the College has been completely restructured and, reflecting the new organizational philosophy, renamed "The Center for Excellence in Education." The faculty were informed that the school would return to the old normal school concept, but with broader responsibilities for integration of programming with all colleges and departments within the university. A team/matrix form of organizational structure replaced the traditional hierarchical structure to facilitate integration of educational programs with other disciplines within the university. Additionally, a set of field offices were established throughout the state to work closely with the public schools. A description is given of the way in which these changes were brought about. An organizational chart illustrates the present chain of duties and responsibilities of administrators and faculty.



(JD)

ED 257 792 SP 026 034

Poszta, Richard

A Case Study of a Research Intervention on an Elementary Teacher Preparation Program: Results From Mills College.

Pub Date—Mar 85

Note—37p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Denver, CO, February 27-March 2, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Cooperating Teachers, Elementary School Teachers, Higher Education, \*Program Evaluation, \*Research Utilization, \*Student Teachers, \*Teacher Behavior, Teacher Education Programs, Teacher Effectiveness, \*Time on Task. The Research Utilization in Elementary Teacher Education (RUETE) study developed techniques for better informing student teachers about current research on effective instruction and schools. Mills College in California was one of three schools of education participating in the study. This report explains and describes the research/intervention process undertaken by the college. The structure and design of the RUETE project are described and its goals briefly outlined. The formation of the Mills College collaborative team and the site situational analysis conducted prior to its participation in the RUETE project is discussed, and it is pointed out that the decision was made to focus upon Academic Learning Time (ALT) and Active Teaching Behaviors (ATB) as they were best suited to the needs of the Mills College teacher preparation program. A detailed description is given of the methods used to incorporate research findings on ALT and ATB into the student teaching segment of their program. The paper concludes that the process of presenting research for application to classrooms by both student teachers and cooperating teachers promoted a strong sense of collegiality between them, and added a sense of professional control and inquiry to the act of teaching. (JD)

ED 257 793 SP 026 037

Raths, James

Scholarly Activities of Teacher Educators.

Pub Date—1 Apr 85

Note—22p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Educational Research, \*Postsecondary Education as a Field of Study, \*Professional Associations, \*Research Needs, Research Opportunities, Teacher Education, \*Teacher Educators. This study addressed two research questions: (1) To what extent do teacher educators inquire and carry out research in the field of teacher education? and (2) To what extent do teacher educators identify with the field of teacher education? Responses to a survey questionnaire were received from 95 teacher educators who regularly teach methods courses. They represented a national sample of large and small institutions, Research and Development (R&D) oriented institutions, and institutions not oriented toward R&D. A total of 32 institutions were represented. In the main, the findings suggest that a small proportion of teacher educators are involved in teacher education research, and that one reason that may account for this fact is that as academics, they identify more closely with other disciplines within the broad field of education. In discussing these findings, it is suggested that deans of education might employ professors in their teacher education programs who have been trained in teacher education, and that teacher education researchers are in need of a professional association with which they can identify. (JD)

ED 257 794 SP 026 038

Clark, D. Cecil And Others

Supervisors' Feedback to Student Teachers.

Pub Date—[84]

Note—24p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Feedback, Higher Education, Interpersonal Relationship, Preservice Teacher Education, \*Student Evaluation, \*Student Teachers, \*Student Teacher Supervisors, Supervisory Methods, Teaching Skills

ods, Teaching Skills

This study identified the nature of the feedback supervisors give student teachers when they observe and evaluate their teaching performance. Twenty-two supervisors in the department of elementary education in a large university participated in the study. A random sample of at least three student teachers was sought from each supervisor; the final total was 63. The supervisors filled out an observation record for each observation of a student teacher. Examples of types of comments made by supervisors in the following areas are described: (1) teaching style; (2) teaching method; (3) knowledge of subject; (4) personal appearance; (5) discipline; (6) student on-task behavior; (7) teacher-student relationship; (8) lesson management; (9) transitions; (10) teaching materials; and (11) overall summary of performance. The supervisors' comments about student teachers were found to be overwhelmingly positive. The reasons why this should be the case are discussed, and it is suggested that supervisors should offer more than just supportive reinforcement to student teachers in the light of the emerging body of knowledge about effective teaching. A six-page bibliography concludes the document. (JD)

ED 257 795 SP 026 057

Jones, Donald W., Ed.

The Human Dimension of Teacher Education [for the 21st Century]. Proceedings of the Annual Summer Workshop of the North Central Accrediting Association and the American Association of Colleges for Teacher Education (37th, Muncie, Indiana, July-August, 1984).

North Central Association of Colleges and Schools, Muncie, IN. Teacher Education Project.

Pub Date—[Mar 85]

Note—191p; Photographs will not reproduce well. Available from—North Central Association Teacher Education Project, TC 912, Ball State University, Muncie, IN 47306 (\$8.50).

Pub Type—Collected Works—Proceedings (021)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Affective Objectives, Higher Education, Humanism, \*Humanistic Education, \*Preservice Teacher Education, \*Teacher Education Curriculum, Teacher Educators, \*Teacher Effectiveness

This document contains written summaries of workshop activities which took place at the 1984 summer workshop sponsored by the North Central Association of Colleges and Schools. The theme of the workshop was "The Human Dimension of Teacher Education for the 21st Century." Following a description of the background, structure, and objectives of the Association, and a description of workshop procedures, theme group reports were presented, entitled: (1) "On Being Human: The Third Dimension in Teacher Education"; (2) "The Human Dimension of Teacher Education for the 21st Century"; (3) "Affective and Effective Teaching: The Human Dimension of Teacher Education for the 21st Century"; (4) "If the Human Dimension is the Base of the Pyramid for Teacher Education—Where is the Research Support?"; and (5) "Humanistic Teacher Education: What Ought to Be?" The final section of the report is devoted to individual reports on experiences in using the humanistic approach to educating, including such topics as: (1) integrating effective teaching behaviors in the teacher education curriculum; teaching in Third World countries; early childhood education and the formation of a link between the human dimension and competency based teacher training; melding affective and instructional goals; computers; student motivation to read; teacher burnout; aesthetics in teaching; the computer language, LOGO; and a scenario: Education 2084. (JD)

ED 257 796 SP 026 059

Foyle, Harvey C. Bailey, Gerald D.

Homework in the Classroom: Can It Make a Difference in Student Achievement?

Pub Date—25 Mar 85

Note—14p; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (40th; Chicago, IL, March 25, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Grade 10, \*Homework, \*Learning Strategies, Secondary Education, Student Motivation, \*Teaching Methods

This study was designed to: (1) determine whether there was higher achievement by students assigned homework or by those not assigned homework; (2) determine whether there was higher achievement by students assigned preparation homework or those assigned practice homework; and (3) determine whether there was higher achievement by females or by males within homework groups. The sample consisted of 131 tenth-grade students enrolled in six American History classes. The students were divided into three groups: practice homework, preparation homework, and no homework. Findings indicated that: (1) there was a significant difference in achievement mean scores between students assigned homework and those not assigned homework; (2) there was no statistically significant difference in achievement mean scores between students assigned preparation homework and those assigned practice homework; and (3) there was no statistically significant difference in achievement mean scores between females and males within the homework groups. A discussion of the findings includes a suggestion that homework assignments must be regularly assigned, clearly stated, regularly collected, promptly graded, and promptly returned. (JD)

ED 257 797 SP 026 079

Roberts, Helen

AASCU Surveys School/College Cooperative Programs. AASCU Special Report. American Association of State Colleges and Universities, Washington, D.C.

Pub Date—28 Jan 85

Note—18p.

Pub Type—Reports—Evaluative (142)—Tests/Questionnaires (160)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, \*College School Cooperation, \*Cooperative Programs, Higher Education, Institutional Characteristics, Program Budgeting, \*Program Design, \*Program Development, Teacher Education Programs

Brief summaries are presented of the results of surveys conducted by the American Association of State Colleges and Universities (AASCU) on school/college cooperative programs. Information is included on: (1) numbers of participating institutions; (2) organization of the school/college programs; (3) types of cooperative programs; (4) funding of the programs; (5) entry and exit standards for teacher education at institutions involved in cooperative programs with schools; and (6) characteristics of award winning institutions involved in school/college programs. A description is given of the continuing role of AASCU in school/college cooperation. A copy of the survey questionnaire is attached. (JD)

ED 257 798 SP 026 080

Byers, Joe Freeman, Donald

Faculty Interpretations of the Goals of MSU's Alternative Teacher Preparation Program. Program Evaluation Series No. 1.

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date—Feb 83

Note—17p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Curriculum Evaluation, Educational Needs, \*Educational Objectives, Knowledge Level, \*Nontraditional Education, Program Effectiveness, \*Teacher Attitudes, \*Teacher Education Programs, \*Teacher Educators, Teaching Methods

Identifiers—Michigan State University, \*Teacher Knowledge and Beliefs Inventory

One of the major components in the overall model for evaluating Michigan State University's five alternative teacher preparation programs was an examination of each program's curriculum. In addition to a clear statement of program goals and subgoals, the examination called for an analysis of faculty interpretation of program goals in suggesting specific areas of professional knowledge or specific educational beliefs that should be emphasized in each program. Forty-three faculty members (53 percent) across the five programs completed the Teacher Knowledge and Beliefs Inventory (TKBI) consisting of 56 items representing aspects of professional knowledge that might be emphasized in a teacher preparation program, and 50 items representing beliefs that might be acquired. Both sections of the instrument were organized by the "commonplaces" of education: pupils, milieu, curriculum, and teach-

ers. In addition, a fifth category was included in the knowledge section to reflect knowledge of teaching strategies. Results indicated that the teachers differed primarily in the level of importance attributed to areas of professional knowledge within the general categories of curriculum and milieu. Faculty perceptions of how beliefs should be presented did not differ significantly across programs. However, faculty in the Academic Learning program were significantly less likely to indicate that it was crucial for the program to consider opinions/beliefs cited in the TKBI survey. (JD)

ED 257 799 SP 026 082

Brousseau, B. And Others

Comparing Educational Beliefs of Teacher Candidates and Their Non-Teaching Counterparts. Research and Evaluation in Teacher Education. Program Evaluation Series No. 3. Michigan State Univ., East Lansing. Coll. of Education.

Pub Date—Jul 84

Note—33p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Attitude Measures, Comparative Analysis, \*Educational Attitudes, \*Educational Objectives, \*Education Majors, Higher Education, \*Nonmajors, \*Student Attitudes, Student Characteristics, Teaching (Occupation)

A survey sought to discover whether the beliefs about education held by teacher education candidates differed from those of their non-teaching counterparts. Responses to the "MSU Educational Beliefs Inventory" were obtained from 391 teacher candidates and 232 students enrolled in an introductory communications class at Michigan State University. The questionnaire contained 59 statements that reflect beliefs about students, curriculum, social milieu, and teachers. A fifth category was included to capture beliefs about pedagogy. An analysis of resulting data indicated that educational beliefs held by students entering teacher preparation programs are different from college students in general. Non-education majors were seen as more likely than teacher candidates to "take a stand" on educational issues. The two groups seemed to agree most with respect to their beliefs about students and least in their beliefs about teachers and proposals to raise teaching standards. Teacher candidates were also somewhat more likely to agree with "expert" opinion than their non-teaching counterparts. A copy of the inventory is appended with responses from each group tabulated. (JD)

ED 257 800 SP 026 084

Brousseau, Bruce Freeman, Donald

Entering Teacher Candidate Interviews—Fall, 1982. Research and Evaluation in Teacher Education. OPE Technical Report No. 5. Michigan State Univ., East Lansing. Coll. of Education.

Pub Date—Jun 84

Note—30p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Career Choice, Career Guidance, Career Planning, \*Education Majors, Higher Education, \*Student Attitudes, \*Teacher Role, \*Teaching (Occupation)

Identifiers—Michigan State University

Selected students entering five alternative teacher preparation programs at Michigan State University were interviewed about their perceptions of their role as teachers. Opinions were solicited on: (1) reasons for career choice; (2) choice of program; (3) classroom rules; (4) time allocations for instructional activities; (5) allocation of time to particular subjects; (6) major responsibilities of the classroom teacher; (7) educational goals and how they may be attained; (8) subject matter knowledge; (9) teaching students to accept personal responsibilities; (10) teacher decision making; (11) meaning of "equal education"; and (12) desired image as a teacher. Responses to these questions are presented on tables with brief narrative analyses. (JD)

ED 257 801 SP 026 085

Byers, Joe L.

The Relation between Academic Aptitude and Commitment to Teaching among MSU Students. Research and Evaluation in Teacher Education. Program Evaluation Series No. 5. Michigan State Univ., East Lansing. Coll. of Education.

Pub Date—Oct 84

Note—13p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Academic Aptitude, Admission Criteria, Career Choice, Comparative Analysis, \*Education Majors, Higher Education, \*Mathematics Achievement, Preservice Teacher Education, \*Standardized Tests, Student Characteristics, \*Verbal Ability

Identifiers—\*Vance Schlechty Study

An overview and analysis is presented of the Vance and Schlechty Study (1982) of education majors which indicated that there is a negative selection process which systematically attracts and holds in the teaching profession young people with modest verbal and mathematical abilities. Three factors, operating singly or in combination, were identified as significant in the negative selection process: societal factors, the collegiate environment, and the nature and culture of schools. A report is given of a parallel study conducted with education majors at Michigan State University (MSU). This study included aptitude measures of students as well as queries on their career plans. Tables illustrate results of scholastic aptitude tests for each of the studies. A comparison of the two studies includes a discussion on some of the differences in the findings as well as a brief interpretation of implications of the MSU findings. (JD)

ED 257 802 SP 026 111

McClaran, Diane M. Sarris, Robin A.

International Students and Health: Their Perceptions, Behaviors and Health Care Utilization.

Pub Date—[85]

Note—17p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*College Students, \*Foreign Students, Health Education, Information Utilization, \*School Health Services, Stress Management, \*Student Attitudes, \*Student Needs

University of Michigan students from 32 different countries were surveyed regarding their perceptions of health and illness; information seeking and health service utilization behavior; satisfaction with University Health Service; and perception of stress and its effects on health. Results were examined for foreign students in the aggregate as well as by region and gender. The results indicate that the majority of foreign students consider themselves to be healthy, engage in preventive health behaviors and would like to be in better health if possible. Most foreign students say that they have sought treatment on at least one occasion and that they know how to use the Health Service. However, it appears that foreign students utilize the Health Service less efficiently than other students. Areas of concern cited by foreign students include: insurance, information about available health care services, and patient/provider communication. Based on this survey, the report concludes that foreign students may benefit from more education with regard to: appropriate use of health care facilities, scheduling appointments, and strategies for coping with stress. (Author/JD)

ED 257 803 SP 026 112

Parker, Walter C.

Three Analyses of Stimulated-Recall Data.

Pub Date—Feb 85

Note—46p.; Paper presented at the Meeting of the Southwest Educational Research Association (Austin, TX, February, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, \*Decision Making, Elementary Education, Elementary School Teachers, Learning Processes, \*Recall (Psychology), Role Perception, Student Behavior, \*Teacher Attitudes, Teaching Methods

This paper compares three analyses of stimulated-recall data gathered in interviews with 24 elementary school teachers who were reporting their interactive decision making (IDM). Two analyses were quantitative—one an experimental design, the other a content analysis—and one was qualitative. The experimental study found that teachers' reflection on their own IDM can generate significant modifications in their IDM. The qualitative study, using a grounded theory design, generated three hypotheses about the relationship of IDM, time, and learning activities. The content analysis pointed to similarities and differences in teachers' concerns at decision points and identified concerns that were more and less important. A comparison of the three

studies underscores the value of inquiry aimed at the generation of theory as a complement to inquiry that seeks to verify theory and emphasizes the important role stimulated-recall procedures are playing in building understandings of teachers as autonomous curriculum agents whose interactive cognition mediates teacher behavior and student learning. A discussion of some conceptual shortcomings of research on teachers' interactive cognition concludes the paper. (Author/JD)

ED 257 804 SP 026 118

Kowalski, Theodore J.

Will National Reports Change Public Education?

Pub Date—May 84

Note—9p.

Pub Type—Information Analyses (070)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Administrator Attitudes, \*Change Strategies, Elementary Secondary Education, \*Instructional Improvement, Public Schools, State Action, \*Teacher Attitudes

Identifiers—\*Excellence in Education, Nation at Risk (A)

A survey of key educational leaders at the state level revealed strong support for most of the recommendations advocated by national reports such as "A Nation at Risk." Surveys went to school board leadership, executive directors of state associations for administrators, state affiliates of teacher organizations, and state superintendents in each of the 50 states. Responses were sought on 41 recommendations which had recurring emphasis in the national reports. A list is provided of the recommendations and the percentages of respondents' agreement or disagreement. Six received very strong support, 30 received majority support (support not as definite as the "strong agreement" category), and five were not supported by a majority. A brief summary of the findings concludes that recommendations from national reports will result in substantial changes in the public schools. (JD)

ED 257 805 SP 026 125

Weinstein, Rhona S. Marshall, Hermine H.

Ecology of Students' Achievement Expectations.

Executive Summary.

California Univ., Berkeley. Dept. of Psychology. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 84

Grant—NIE-G-80-0071

Note—5p.; For related document, see SP 026 216.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Education, \*Expectation, Parent Attitudes, \*Self Concept, \*Student Behavior, Teacher Attitudes, \*Teacher Student Relationship

Identifiers—Teacher Expectations

A summary is presented of a study addressing three major questions concerning student mediation of teacher expectancy effects upon the performance and self-concept of elementary school students. These questions were: (1) Are there developmental differences in children's capacity to perceive differential treatment (toward others as well as themselves) and to apply communicated information about ability to themselves? (2) How do classrooms identified by children as exemplifying a great deal versus very little differential teacher treatments differ from each other in terms of teachers' and students' perceptions of student ability and expectations for performance, structural and interactional features of classroom processes, student achievement outcomes, and parental beliefs about achievement and expectations; and (3) Does initial student self-concept influence student susceptibility in how they perceive teacher treatment and how they respond to teacher expectancy clues? An overview is presented of the methods used in the study and findings are briefly analyzed. (JD)

ED 257 806 SP 026 137

Feir, Robert E.

The Structure of School: Teachers and Authority.

Pub Date—2 Apr 85

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1984).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Bureaucracy, Elementary Secondary

Education, \*Participative Decision Making, \*Power Structure, \*Professional Autonomy, \*School Organization, \*Teacher Role, Teaching (Occupation)

While history helps to trace the development of the American public school as a bureaucratic institution and the role of teachers within that institution, a more sociological view helps to clarify the authority relationships within the school and the teacher's role within that structure. It is the teacher's willingness to claim autonomy based solely upon the ability to make instructional decisions in a single classroom, in isolation from colleagues, that helps reinforce the bureaucratic school structure and the teacher's own very limited role in the school's authority structure. Decisions are made by those in management positions, but teachers do not work together to evolve curricular or other school-wide decisions. This results in the teacher becoming more an alienated worker in the system than an independent professional. Since the schools attract few teachers who desire to participate in the life of the school, it is easy for the school to establish a reward structure that strengthens the institutional hierarchy. Teachers should engage in a great deal of job-related discussion and share in decisions regarding instructional programs and curricula. To the degree that this participation does not take place, the institution is deprived of the collective wisdom of its members, and each of its members is deprived of the opportunity to develop professionally. (JD)

ED 257 807 SP 026 138

Schattenberg, Ernest M. And Others  
Self-Perceptions of Productivity of Education Faculty: Life Phase and Gender Differences.

Pub Date—85

Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Aspiration, Administrative Policy, \*Career Development, Higher Education, \*Scholarship, \*Self Concept, Sex Differences, Teacher Attitudes, \*Teacher Educators, Vocational Maturity

The perceptions of college of education faculty members of their achievements and future potential at various life cycle and career phases were investigated. Survey questionnaires were sent to 391 college of education faculty members from 38 institutions. Findings emphasized the primacy of teaching in their perceptions for productivity. Scholarship was found to be an important component, especially among the younger faculty, who also rated their future scholarship potential higher than their older colleagues. More females than males saw scholarship becoming more important in their definitions of productivity. Nearly half of the respondents indicated that their conceptions of what constituted productivity had changed over the course of their careers. For those who changed their perceptions of productivity, teaching held about the same importance, while scholarship and service assumed significantly greater importance. A greater percentage of female respondents saw positive change in the importance of scholarship. Male respondents rated themselves higher in past scholarship performance. Institutional policies and procedures were seen as hindering more than enhancing faculty productivity. Data on findings are presented in tables, and a copy of the survey questionnaire is included. (Author/JD)

ED 257 808 SP 026 139

Koch, Norman E.  
Teacher Trainee Behaviors in Mainstreamed Classrooms During an Extensive Pre-Student Teaching Practicum.

Pub Date—Jun 84

Note—30p.; Study supported by funds from Teaching Research Division, OSSHE, and by OSU/ WOSE School of Education Specialized Training of Regular Educators Grant.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, Higher Education, Individualized Education Programs, \*Interpersonal Competence, \*Learning Problems, \*Mainstreaming, Preservice Teacher Education, \*Teacher Attitudes, Teacher Student Relationship, \*Teaching Methods

A study examined the behaviors exhibited by 17 teacher trainees with elementary school pupils identified as having special learning problems. These teacher student relationships were examined during a twice-weekly practicum and one full week of full-responsibility teaching. The trainees provided self-report data on specified behaviors and open-ended data on feelings, successes, and problems. The trainees were observed during the course of the study, their teaching behaviors and interactions were assessed, and their planning and assessment strategies were monitored by the investigator and an independent observer. Summaries are provided of various techniques used by the trainees in their attempts to enhance the academic achievement of exceptional students. A description is given of the settings in which the trainees worked, the kinds of handicapping conditions they dealt with, and the specific planning requirements they were asked to meet. Extensive quotations from the participants are used to highlight the problems they faced, how they dealt with them, their feelings about their relationships with the pupils, and their interpretations of successes and failures. A discussion of the findings includes suggestions for future research. (JD)

ED 257 809 SP 026 142

Page, Fred L. Reed, Patricia L.  
A Follow-up Study of Teachers' Needs, Proficiencies, and Sources of Proficiencies.

Pub Date—31 Mar 85

Note—52p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Competence, Elementary Secondary Education, \*Job Analysis, Job Performance, \*Needs Assessment, Preservice Teacher Education, Rural Schools, Teaching (Occupation), \*Teaching Experience, \*Teaching Skills, Urban Schools, Vocational Followup

A total of 694 1976-1980 graduates of Bowling Green State University (Ohio) teaching in rural, urban, and suburban settings, representing elementary, secondary, specialized and special education fields, and having from one to five years of teaching experience comprised the sample for this study. Responses of these teachers to a 19-item questionnaire pertaining to teachers' needs, proficiencies and sources of proficiencies provided the data base from which the following questions were answered: (1) For which competencies do teachers indicate high need? high proficiency? low need? low proficiency? (2) For which competencies are there large, moderate, small, or negligible discrepancies between teachers' needs and proficiencies? (3) What are the relationships between teachers' needs and proficiencies? (4) Do these relationships vary according to setting? field? experience? (5) What sources do teachers indicate contribute most to their proficiency? the least? and (6) Do sources of teachers' proficiency vary by setting? field? experience? (Author/JD)

ED 257 810 SP 026 143

Killian, Joyce E. McIntyre, D. John  
The Influence of Cooperating Teachers' Supervisory Training and Experience on Teacher Development during Early Field Experiences.

Pub Date—4 Apr 85

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cooperating Teachers, \*Feedback, \*Field Experience Programs, Higher Education, Interpersonal Competence, Preservice Teacher Education, Student Teaching, \*Supervisory Training, \*Teacher Student Relationship

Identifiers—Early Field Experiences, Process Analysis  
The influence of supervisory training and experience as a cooperating teacher on the cooperating teacher's role as an instructional supervisor for early field experience students (FES's) was studied. Recent research has indicated that cooperating teachers tend to provide inadequate feedback and avoid negative comments. Their FES's appeared to have only brief, impersonal interactions with children

and avoided conflict and substantive discussion. Two groups of FES's were subjects of the study. One group worked with 11 cooperating teachers who had completed a graduate course on the supervision of preservice teachers; the other with 25 cooperating teachers who had had no previous formal supervisory training. Students were asked each week to describe the types of activities in which they had been engaged and the types of interactions they had with the cooperating teacher and pupils. One major finding was that trained cooperating teachers were much more likely to provide feedback concerning the FES's performance. The implications of the study are discussed, and it is suggested that further study of the training of cooperating teachers in supervisory methods be conducted. Data obtained from the study are presented in appended tables. (JD)

ED 257 811 SP 026 144

Hearne, Jill Andrews, Richard L.  
The Relationship Between School Health Curriculum and Family Practices.

Pub Date—4 Apr 85

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Behavior Change, Behavior Patterns, Elementary Education, \*Experimental Curriculum, \*Habit Formation, \*Health Education, Influences, Outcomes of Education, \*Parent Child Relationship, Role Models, \*Smoking

A study investigated the differential relationship between children's involvement in an experiential health curriculum and past-reported health practices and changes in family health practices. The research is based on the assumption that established patterns of health practices in families are not immutable patterns, but are susceptible to change when subjected to increased transmittal of information from children. A total of 536 sixth-grade students, divided into three different treatment groups, were studied to determine the effects of their kindergarten through sixth grade health curriculum on their family health habits, with particular attention paid to smoking habits. Findings imply that there is a relationship between the health treatment program sixth-grade children have received in their seven years of public schooling and family smoking habits. (Author/JD)

ED 257 812 SP 026 147

Champagne, David W. David, Robert J.  
One Supervisory Relationship.

Pub Date—84

Note—38p.; Some pages have broken print.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, \*Elementary School Teachers, \*Feedback, \*Interpersonal Relationship, \*Observation, Positive Reinforcement, Self Concept, \*Self Evaluation (Individuals)

A report is presented of the changes and developments in the relationship between an experienced elementary school teacher and the university supervisor assigned to observe and critique his classroom performance over a period of 15 weeks. Each kept a weekly journal of private thoughts and reactions during the course of the supervision. These journal entries are presented in parallel lists revealing each individual's personal progression in interpreting and reflecting upon the events of the same session. A narrative summation describes in detail the development, outcomes, and possible implications for a teacher and supervisor of an intense, continuing supervisory relationship. An analysis is presented of what changes in perceptions, feelings and beliefs of the teacher and the supervisor about teaching and supervision occurred. Behaviors of the supervisor and teacher which were perceived by each to be helpful in producing satisfactory results are identified. Some implications are discussed about the possibilities, objectives, and limitations of this sort of supervision in improving teaching. (JD)

ED 257 813 SP 026 153

Myers, Betty Mager, Gerald M.  
Professors' Observations on Their Work.

Pub Date—Apr 85

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association



ciation (69th, Chicago, IL, March 31-April 4, 1985).

**Pub Type—** Speeches/Meeting Papers (150) — Reports — Research (143)

**EDRS Price—** MF01/PC01 Plus Postage.

**Descriptors—** Career Ladders, \*Educational Environment, Faculty College Relationship, Relevance (Education), Research Utilization, \*Teacher Attitudes, \*Teacher Education Programs, \*Teacher Educators, \*Time Management. Previous studies of professors of education have noted what activities comprised the work of being a professor, how professors allocated time to the various work tasks, how they would have preferred to allocate time, and insights they had about their work. In this study, parallel data were gathered on the broader education professoriate. Survey responses were received from 537 education professors representing 350 institutions of teacher education. Respondents were asked about professional background and experience, sex, institutional assignment, actual and preferred allocations of time to six work clusters, how they and their institution valued the work clusters, and insights about their institutions and their work as professors. An analysis is presented on professors' attitudes toward the work of teaching, using time, rewards and commitments, and collegial relationships. In a discussion on findings, the question is raised of whether universities are appropriate settings for teacher education, and the possible rewards for professors in periodically re-experiencing teaching in the field. (JD)

**ED 257 814** SP 026 156

*Henderson, David L. And Others*

**Teacher Moonlighting and Attrition in Texas.**

**Pub Date—**[84]

**Note—**13p.

**Pub Type—** Reports — Research (143)

**EDRS Price—** MF01/PC01 Plus Postage.

**Descriptors—** Elementary Secondary Education, \*Faculty Mobility, \*Multiple Employment, \*Public School Teachers, Teacher Attitudes, \*Teacher Salaries, Teacher Shortage, \*Teaching (Occupation)

**Identifiers—**\*Texas

A report is given on the third in a series of biannual surveys of Texas public school teachers. A comparison is made between findings in 1984 and data collected in 1980 and 1982 from a sample of 500 teachers. Findings indicate that more than a fourth of Texas teachers moonlight during the academic year. Nearly 40 percent of the respondents were seriously considering leaving the profession. While salaries have increased since 1980, they are still insufficient and it is predicted that there will be a severe teacher shortage in the future. Major findings from the three surveys are presented in a table and the questionnaire is appended. (JD)

**ED 257 815** SP 026 158

*Henley, Martin*

**Teaching Mildly Retarded Children in the Regular Classroom.** Fastback 220.

**Phi Delta Kappa Educational Foundation, Bloomington, Ind.**

**Report No.—**ISBN-0-87367-220-8

**Pub Date—**85

**Note—**48p.; Publication of this fastback sponsored by the West Georgia College Chapter of Phi Delta Kappa.

**Available from—**Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 (\$0.75).

**Pub Type—** Reports — Descriptive (141)

**EDRS Price—** MF01/PC02 Plus Postage.

**Descriptors—** \*Educational Diagnosis, Elementary Secondary Education, Learning Disabilities, \*Mainstreaming, \*Mild Mental Retardation, \*Student Evaluation, \*Student Needs, Teacher Student Relationship, \*Teaching Methods

Although mild retardation is generally assumed to be an inherited trait, socio-cultural factors, such as deprived cultural environment, health-threatening conditions, and school labeling processes exacerbate the problems of the learning disabled child. In this booklet, the causes of mental retardation are considered, and techniques and strategies are recommended for teaching the mildly retarded child in the regular classroom. Suggestions are made for effectively diagnosing individual difficulties and assessing the needs of the student. Teaching strategies are described that have proved effective with mildly retarded children. Case studies are presented illustrating how these strategies were used to develop the potentials inherent in four different learning disabled students. (JD)

**ED 257 816** SP 026 174

*Bain, Christine A., Ed.*

**Health Information from the Public Library: A Report on Two Pilot Projects.**

**New York State Library, Albany. Div. of Library Development.**

**Pub Date—**84

**Note—**225p.

**Pub Type—** Reports — Evaluative (142) — Guides — Non-Classroom (055)

**EDRS Price—** MF01/PC09 Plus Postage.

**Descriptors—** Community Resources, \*Health Education, Health Materials, Nonschool Educational Programs, \*Outreach Programs, \*Program Design, Public Health, \*Public Libraries

This report provides information on consumer health pilot projects completed in 1983 by two New York state public library systems, the Niagara Library System and the Onondaga County Public Library. Serving as a "how-to" guide, the report explores the rise of the public's interest in consumer health issues. Both projects explain how they established within their library system a thorough health education series through the use of books, pamphlets, 16mm films, sound filmstrips, videotapes, and audio cassettes. Resources are listed. (BA)

**ED 257 817** SP 026 184

**Aqua Dynamics. Physical Conditioning through Water Exercises.**

**National Spa and Pool Inst.; President's Council on Physical Fitness and Sports, Washington, D.C.**

**Pub Date—**[80]

**Note—**36p.; Booklet produced by the President's Council on Physical Fitness and Sports in Cooperation with the National Spa and Pool Institute. Available from—National Spa and Pool Institute, 2000 K Street, N.W., Washington, D.C. 20006.

**Pub Type—** Guides — Non-Classroom (055)

**EDRS Price—** MF01/PC02 Plus Postage.

**Descriptors—** Activities, Exercise, Lifetime Sports, \*Physical Fitness, \*Swimming

Swimming is recognized as America's most popular active sport. It is one of the best physical activities for people of all ages and for people who are physically handicapped. Vigorous water exercises can increase a person's flexibility, strength, and cardio-vascular endurance. Exercises requiring flexibility are performed more easily in water because of the lessening of the gravitational pull; thus, individuals, especially the elderly, with painful joints or weak muscles will find it more comfortable to move in the water. This booklet describes a program of physical conditioning through water exercises. The exercises can be performed by the able-bodied, the handicapped, or older adults. Suggested activity drills include: pool-side standing, gutter-holding, bobbing, treading water, and extension ("sculling" related). Various workouts based upon physical condition of the participant are prescribed. (EA)

**ED 257 818** SP 026 204

*Galambos, Eva C., Ed.*

**What Works in In-service Education Programs for Teachers? [Papers and Discussions Presented at a Meeting Sponsored by the Southern Regional Education Board (Atlanta, GA, December 6-7, 1984).]**

**Southern Regional Education Board, Atlanta, Ga.**

**Pub Date—**85

**Note—**52p.

**Pub Type—** Reports — Descriptive (141) — Collected Works — Proceedings (021)

**EDRS Price—** MF01/PC03 Plus Postage.

**Descriptors—** Beginning Teachers, Elementary Secondary Education, \*Graduate Study, \*Inservice Teacher Education, \*Peer Teaching, \*Program Effectiveness, \*Statewide Planning, \*Teacher Centers, Teacher Improvement

Papers presented at a conference on major inservice issues are reprinted along with summaries of discussions following the presentations. A description is given by C.B. Garrison of the Arkansas Program for Effective Teaching, which exemplifies an inservice program wherein all districts in one state are using one highly structured, research-based model. Marian Mohr describes a process that attracts and immerses teachers in an inservice writing project designed to increase professionalism and improve performance by students. Paul Parks discusses graduate courses in content areas and the quandary of the reluctance of teachers to take graduate courses in content disciplines rather than concentrating their graduate work in education courses. William Graves discusses the prerequisites to at-

tract arts and sciences faculties into inservice education for teachers. Michael Rowls illustrates that school district programs are gradually replacing formal graduate courses as the route to recertification, and the pressure that exists to grant graduate credits for school-based activities. Peer counseling for beginning teachers is discussed by Terry Wyatt. Constance Bergquist describes the Teacher Education Center program in Florida, an inservice model that allows each district to design its own activities and gives teachers a voice in determining their inservice program content. (JD)

**ED 257 819** SP 026 205

**Promoting Effectiveness in Classroom Instruction.**

**Year 3: Final Report.**

**NETWORK, Inc., Andover, MA.**

**Spons Agency—**National Inst. of Education (ED), Washington, DC.

**Pub Date—**Mar 84

**Contract—**40-80-0033

**Note—**189p.

**Pub Type—** Reports — Research (143)

**EDRS Price—** MF01/PC06 Plus Postage.

**Descriptors—** \*Classroom Techniques, Elementary Secondary Education, \*Inservice Teacher Education, Microteaching, \*Sex Bias, \*Teacher Attitudes, \*Teacher Improvement, \*Teacher Student Relationship, Teaching Methods

A three-year research and development project investigated sex bias in classroom interactions and developed training strategies to reduce or eliminate them. Two training interventions were taught to two groups of selected fourth, sixth, and eighth grade teachers. One was based on a microteaching model and applied in 44 classrooms in Washington, D.C., while the other, based on a collegial problem solving model, was applied in 24 classrooms in New England. A comparable group of 34 teachers comprised the control group. All classrooms were observed by raters trained in the INTERSECT Observation System. The study's findings emerged in three broad categories: (1) general characteristics of classroom interaction; (2) bias as reflected in classroom interaction; and (3) treatment and control differences. Findings indicated that boys participated in more interactions than their representation in the class would indicate; the reverse was true of girls. Boys received more praise, acceptance, remediation, criticism, and conduct interaction than girls. Approximately half of the typical (control) classes were characterized by sex segregated seating and grouping patterns. Teachers in the two training interventions were less biased in their teaching patterns than teachers in the control group. Of the two interventions, the microteaching was seen as the most equitable. Numerous tables are included. (Author/JD)

**ED 257 820** SP 026 216

*Weinstein, Rhona S. Marshall, Hermine H.*

**Ecology of Students' Achievement Expectations.**

**Final Report.**

**California Univ., Berkeley. Dept. of Psychology.**

**Spons Agency—**National Inst. of Education (ED), Washington, DC.

**Pub Date—**Mar 84

**Grant—**NIE-G-80-0071

**Note—**145p.; For related document, see SP 026 125.

**Pub Type—** Reports — Research (143)

**EDRS Price—** MF01/PC06 Plus Postage.

**Descriptors—** Elementary Education, \*Expectation, High Achievement, Interaction, Low Achievement, Parent Attitudes, \*Self Concept, \*Student Attitudes, \*Teacher Behavior, \*Teacher Student Relationship

**Identifiers—**Teacher Expectations

This report presents the findings of a three-year study that was based on the hypothesis that expectations play a critical role affecting different educational opportunities and rewards for learning, ultimately contributing to differences in educational outcomes between individuals and groups of individuals. The study assessed how 579 students in grades 1, 3, and 5 perceived teachers' treatment of male and female high and low achievers. Relationships between student perception measures, teacher and parent expectations, and students' achievement gains over the course of the school year were investigated. Preliminary results suggested that students as early as the first grade are aware of differences in how teachers interact with high and low achievers in the classroom. In their own treatment as well, first grade high and low teacher expectancy students reported differential teacher treatment. Evi-

dence was found for developmental differences (as well as classroom differences) in the extent of student awareness of specific teacher expectations. Copies of the instruments used in the study are appended. (JD)

ED 257 821 SP 026 219

Fielding, Glen D. Scholack, H. Del  
**Integrating Teaching and Testing: A Handbook for High School Teachers.**

Oregon State System of Higher Education, Monmouth Teaching Research Div.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 85

Contract—400-82-0013

Note—162p.

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Instructional Improvement, \*Learning Strategies, \*Secondary Education, Skill Analysis, Student Evaluation, Teaching Methods, \*Test Construction, \*Testing

The intent of this handbook is to illustrate the relation between teaching and testing and to demonstrate how they can promote student learning. The first section, "Foundations," offers a discussion of broad ideas about teaching, learning, and testing, and their interrelationships. Chapter one describes generally the kinds of things that teachers do in classrooms where teaching and testing are integrated. Chapter two discusses essential aspects of learning which mutually affect instruction and testing. The third chapter deals with how different dimensions of the context of instruction (the types of students with whom the teachers are working, resources and support available, and the nature of the instructional models in use) influence teaching and testing practices. Chapter four describes the varied purposes served by tests, such as assessing students' past learning or their progress in learning. The fifth chapter offers an overview of the kinds of tests addressed in the handbook: objective tests, essays, and observation of performance. The second section, "Applications," focuses on tasks that need to be performed to integrate teaching and testing. Chapters are included on matching teaching and testing to desired outcomes, assuring quality in tests, preparing, administering, and scoring tests, and using test information for various instruction-related purposes. Lists of references and related resources are provided. (JD)

ED 257 822 SP 026 221

Galambox, Eva C. And Others  
**An Analysis of Transcripts of Teachers and Arts and Sciences Graduates.**

Southern Regional Education Board, Atlanta, Ga. Spons Agency—National Endowment for the Humanities (NEAH), Washington, DC.

Pub Date—85

Grant—OP-20184-84

Note—115p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Records, Comparative Analysis, \*Core Curriculum, Course Content, Education Courses, \*General Education, \*Majors (Students), \*Preservice Teacher Education, Teacher Education Curriculum, \*Technological Literacy

This study analyzed the curriculum to which prospective teachers were exposed during their baccalaureate program in comparison with arts and sciences graduates. Transcripts of college graduates from 17 universities in the south were examined; 2,760 were classified as arts and sciences majors not certified to teach, and 3,283 were classified as education majors or arts and sciences majors certified to teach. Following a description of the methods used in the study, background information about the graduates is provided as well as descriptions of their academic majors. Education courses completed by the graduates are described and the qualitative aspects of the curriculum are discussed. Findings indicated that, in general, the core curriculum for both elementary and secondary teachers, as well as arts and sciences majors, is not rigorous enough to challenge the students, and many optional courses lacked substance. In particular, there was a dearth in quality and quantity of coursework in mathematics and foreign languages. It is concluded that there is a need to improve the general education component of the baccalaureate for all students, teachers and arts and sciences majors alike. Numerous tables

are provided as well as Appendices A-N, which include lists and tables for specific findings and transcript analysis and coding forms. (JD)

ED 257 823 SP 026 227

Stenger, Leslie A. Smith, Christel M.

**Healthy Moves for Older Adults. Health, Physical Education, Recreation and Dance Monograph No. One.**

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-89333-034-5

Pub Date—Feb 85

Contract—400-83-0022

Note—72p.

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle NW, Suite 610, Washington, DC 20036 (\$8.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Cardiovascular System, Dance, Exercise, \*Health Needs, Health Programs, Holistic Approach, \*Older Adults, \*Physical Fitness, Physical Health, \*Physical Recreation Programs, Self Concept

This monograph describes some of the physical, sociological, and psychological characteristics of older adults, identifies their needs, and outlines the role of the health, physical education, recreation and dance (HPRD) professionals in meeting these needs. The first section clarifies various theories on the aging process and the classification of the elderly into categories based on biological and psychosociological theories. A discussion on the physical and psychosociological needs of the older adult is presented in section two. In the third section, a description of the HPRD wellness program explains how it can meet the needs of the elderly. The appendixes include guidelines for exercise programs for older persons as developed by the American Alliance for Health, Physical Education, Recreation and Dance, a description of three exemplary programs for older adults, and a seven-page bibliography. (JD)

ED 257 824 SP 026 230

Yinger, Robert J. Clark, Christopher M.

**Using Personal Documents to Study Teacher Thinking. Occasional Paper No. 84.**

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 85

Contract—400-81-0014

Note—35p.

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$3.25).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Diaries, Elementary Secondary Education, \*Planning, \*Public School Teachers, \*Research Methodology, Social Science Research Identifiers—\*Journal Writing

The use of personal documents in social science research, and in particular, methods and limitations of journal keeping in research on teaching planning, are discussed. Field studies are reported in which teachers were asked to record their planning deliberations and the accompanying thoughts in a personal journal. While it became apparent that for many of the teachers journal writing was a valuable tool in their planning and teaching, the question arose as to whether or not journal writing, as a personal document, can be defended as a legitimate inquiry mode for studying human experience, and if so, what safeguards must be instituted to defend the quality and validity of the research. A review of social science research methodology studies revealed differing opinions on the validity of using personal documents as a basis for drawing firm conclusions on the thinking and planning processes. It is concluded that while the journal is an imperfect instrument for learning about human thought, journal keeping as a research tool is a benign, generative, and economical device for recording teachers' descriptions of and insights about their planning and teaching. (JD)

ED 257 825 SP 026 231

Brophy, Jere Kher, Neelam

**Teacher Socialization as a Mechanism for Developing Student Motivation to Learn. Research Series No. 157.**

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 85

Contract—400-81-0014

Note—48p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, Elementary Education, \*Motivation Techniques, \*Positive Reinforcement, Role Models, \*Student Attitudes, Student Behavior, \*Student Motivation, \*Teacher Student Relationship

This paper describes conceptualization and research on student motivation to learn, which is treated as the ideal motivational state for students in classroom settings and defined as the tendency of students to engage in academic activities with the intention of trying to get the intended academic benefits (knowledge and skills). Student motivation to learn is differentiated from related concepts that do not appear to apply as well to the primarily cognitive (rather than physical skill) learning that occurs in the work setting of the classroom (rather than in recreational or other free choice settings). Research is reviewed showing that neither teachers nor students say much about the content or skills being learned or give other evidence to suggest that student motivation to learn is a major factor influencing behavior in typical classrooms. The paper concludes with description of programmatic research designed to change this situation, and offers guidelines about how teachers can use modeling, communication of expectations, and other socialization mechanisms to stimulate their students to develop and activate motivation to learn during everyday academic activities. (Author)

ED 257 826 SP 026 236

Foster, Charles A. Marquart, Deanna J.

**Performance-Based Funding in Public Schools.**

Sequoia Inst., Sacramento, CA.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Oct 84

Contract—300-83-0148

Note—33p.

Pub Type—Reports - Evaluative (142) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Administrator Evaluation, Career Ladders, \*Educational Finance, Elementary Secondary Education, \*Incentives, \*Job Performance, Merit Pay, \*School Effectiveness, Teacher Evaluation

This report examines three performance-based funding (PBF) plans: (1) merit pay for teachers and/or administrators; (2) career ladders; and (3) formula-driven incentive payments to schools. The report contends that present-day problems in public schools result largely from the organizational structure of the educational enterprise. Being based on an industrial model, public education is made outmoded by shifts and trends in both the national and world economies. PBF alone is not the "answer." Rather, it is a reform borrowed from market-sensitive systems that in some cases may be effective in meeting selectively targeted goals. PBF's single greatest weakness is that the incentives to improve student performance it seeks to introduce are aimed directly at teachers and administrators, and only indirectly at students. (Author/JD)

ED 257 827 SP 026 240

Floden, Robert E. Buchmann, Margaret

**The Trouble With Meaningfulness. Occasional Paper No. 82.**

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 84

Contract—400-81-0014

Note—21p.

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$2.50).

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Philosophy, \*Educational Theories, Elementary Secondary Education, Family Characteristics, \*Relevance (Education), \*Socioeconomic Background, \*Student Motivation, Student Needs

Advocates of meaningful instruction, while relying on the appeal of meaningfulness in a broad sense, often assume a narrow interpretation of meaningfulness in which connections are interpreted as connections to everyday life, and value is interpreted as immediate usefulness. Making instruction meaningful in these narrow interpretations tends to limit the ideas of teachers and students about the value of education and to restrict students' opportunities (and the perceived obligations of teachers) to broaden and question knowledge. Because educators stress useful education, especially for children who are not middle-class, making instruction meaningful actually reinforces educational and social inequalities. (Author/JD)

ED 257 828 SP 026 241  
Floden, Robert E.

The Role of Rhetoric in Changing Teachers' Beliefs. Occasional Paper No. 78.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 84  
Contract—400-81-0014

Note—34p.

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$3.25).

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Change, Educational Research, \*Persuasive Discourse, Research Reports, \*Research Utilization, \*Teacher Attitudes, \*Teacher Education Programs, \*Technical Writing

Identifiers—Research Practice Relationship

The author critically reviews recent suggestions from Buchmann, Fenstermacher, and Zumwalt that teachers draw their own conclusions from research findings, rather than accepting the conclusions researchers draw. Drawing on Gusfield's analysis of the language of social science, the author considers the suggestions as proposals for the rhetoric that should be used in research reporting. It is argued that acknowledging the importance of teachers' rationality does not require researchers to abandon drawing implications and attempting to persuade teachers to accept those implications. (Author)

ED 257 829 SP 026 247  
Murphy, Michael J. And Others

Teacher Career Ladders in Britain. A Study of Their Structure and Impact.

University Council for Educational Administration, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[84]  
Grant—NIE-P-84-0067

Note—39p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Choice, \*Career Ladders, Differentiated Staffs, Faculty Mobility, Foreign Countries, \*Incentives, Job Performance, \*Program Design, Teacher Effectiveness, Teacher Salaries

Identifiers—Great Britain, \*United Kingdom

A career ladder for teachers has been used in Great Britain for over 40 years. The ladder contains five steps with teachers progressing up the ladder by competitive promotion. This study investigated the historical development, structure, and consequences on teacher behavior of the career ladder system used in the United Kingdom. The study was designed to gather information for policy makers who are considering and designing career ladders for teachers across the United States. Four questions provided the primary focus for the study: (1) How are the British career ladders organized? (2) Do career ladders improve teacher performance directly by providing incentives or indirectly by placing good teachers in leadership roles? (3) How does the presence of a career ladder for teachers affect work relationships among teachers and between teachers and administrators? and (4) Do career ladders improve the teacher work force by affecting

occupational and career decisions of people considering teaching or currently teaching? (JD)

ED 257 830 SP 026 248  
Anderson, Lorin W. Mandeville, Garrett K.

Classroom Activity Structures and the Generalizability of Teacher Behavior.

Pub Date—[85]

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Classroom Techniques, Elementary Education, Evaluation Methods, Generalization, \*Instructional Design, Learning Strategies, \*Teacher Behavior, \*Teacher Evaluation, Teaching Methods

The purpose of this study was to examine the influence of several instructional formats (e.g., lecture, discourse, seatwork) on the generalizability of teacher behaviors. Two structured observation instruments were used to observe two samples of teachers: 42 fifth grade science teachers on eight occasions, and 87 fifth grade mathematics teachers on six occasions. The first instrument provided information pertaining to the instructional format; the second yielded data on specific teacher behaviors. As hypothesized, the generalizability of teacher behaviors within instructional formats was greater than that across formats. However, the influence of instructional formats on the generalizability of teacher behaviors was greater in science than in mathematics. (Author)

ED 257 831 SP 026 257  
Improving Basic Skills in Reading and Mathematics. Final Report 1983-1984.

District of Columbia Public Schools, Washington, D.C.

Pub Date—Mar 85  
Note—90p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Inservice Teacher Education, \*Junior High School Students, \*Mathematics Teachers, Program Evaluation, \*Remedial Mathematics, Remedial Reading, Secondary Education, Secondary School Teachers, \*Teacher Effectiveness, Teacher Evaluation

Identifiers—Basic Skills Centers DC

The Basic Skills Center was developed to improve the reading and mathematics skills of students in the Junior High School Transition Program in 27 junior high schools and 4 middle schools in the District of Columbia Public Schools (DCPS). The Mathematics Teacher Resource Development portion of this project worked towards increasing teacher effectiveness in mathematics instruction. The target population for this group consisted of teachers of mathematics in the DCPS who are not certified as probationary or permanent mathematics teachers, those preparing to teach mathematics, and those teaching mathematics who are minimally qualified. A narrative summary is presented of evaluation results of both of these programs. In this summary, specific objectives for the program are listed with narrative discussion of the observed status of participants' accomplishments compared with the intended goals. Included in the appendices are the evaluation instruments used and samples of resource development program information materials. A sample inservice course is also outlined. (JD)

ED 257 832 SP 026 258  
The Teacher Center. Final Report 1983-1984.

District of Columbia Public Schools, Washington, D.C.

Pub Date—Mar 85  
Note—93p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Educational Resources, Elementary Secondary Education, \*Inservice Teacher Education, \*Program Evaluation, \*Teacher Centers

Identifiers—District of Columbia Public Schools

Although basically for public and non-public school teachers, the District of Columbia Teacher Center Program target population also includes paraprofessionals, students, parents, and other members of the community. The objectives of the center are: (1) to plan, develop, disseminate, implement and evaluate inservice training, graduate courses, and workshops for teachers and interested parties; (2) to provide an educational resource center and support services for teachers, students, and other interested individuals; and (3) to record re-

ports from teachers on the implementation of skills and ideas learned from graduate courses and staff development activities, and obtain their opinions on personal and professional growth and improvement of classroom behavior. A report is given of the current status and observed responses for each of these objectives. Descriptions of activities and statistics on participation by the target population are included in the appendices. (JD)

ED 257 833 SP 026 264  
Teacher Education Policy in the States: 50-State Survey of Legislative and Administrative Actions.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date—85  
Note—85p.

Available from—American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Suite 610, Washington, DC 20036 (\$10.00).

Pub Type—Tests/Questionnaires (160) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Accreditation (Institutions), Admission Criteria, Educational Legislation, \*Educational Policy, Educational Research, Inservice Teacher Education, Labor Turnover, National Surveys, \*State Action, \*Teacher Certification, \*Teacher Education Curriculum, \*Teacher Education Programs, Teacher Persistence, Teacher Recruitment

A State Issues Clearinghouse was established by the American Association of Colleges for Teacher Education Combined Task Force on Governmental Relations to monitor and track state activities that impact upon teacher education. This report presents the results of the first survey of the fifty states undertaken by the Clearinghouse. The nine policy areas which were part of the initial review are: (1) standards for admission into teacher education programs as well as changes in high school requirements that might influence the demand for new teachers; (2) incentives for students to enter teacher preparation programs and for career teachers to remain in the profession; (3) alternate certification models; (4) program curricula, including changes in standards for institutional program approval and changes in certification regulations; (5) capacity building for schools, colleges, and departments of education; (6) resources for research, data collection and evaluation; (7) faculty development activities; (8) professional development or inservice opportunities for practitioners; and (9) evidence of maintenance of equity. (JD)

ED 257 834 SP 026 363  
Food Intakes: Individuals in 48 States, Year 1977-78. Nationwide Food Consumption Survey

1977-78. Report No. I-1.

Human Nutrition Information Service (DOA), Hyattsville, MD.

Report No.—NFCSS-R-I-1

Pub Date—Aug 83  
Note—794p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF05/PC31 Plus Postage.

Descriptors—\*Dietetics, \*Eating Habits, \*Food, \*National Norms, National Surveys, Racial Differences, Sex Differences, Socioeconomic Status

This report presents 3-day food intake data for about 36,100 individuals in the 48 conterminous States. The information was collected from April 1977 through March 1978 in the Nationwide Food Consumption Survey conducted by the U.S. Department of Agriculture. Data on food intakes and characteristics of the sample are presented in 510 tables. Average (mean) quantity of food eaten per individual per day and percentage of individuals reporting the food at least once in 3 days are given for all food, for food at home, and for food obtained and eaten away from home. Food intakes are summarized in 10 food groups and 43 subgroups and are tabulated for all individuals and for each of 22 sex-age categories. Food intake tables are presented for individuals in four income levels, three urbanization categories, two racial groups, and four seasons, and results are summarized in the text. (Author)

ED 257 835 SP 026 375  
Teacher Certification. Hot Topics Series No. 9.

Phi Delta Kappa, Bloomington, Ind. Center on Evaluation and Research.

Pub Date—[84]



Note—311p.  
Available from—Phi Delta Kappa, Box 789, Bloomington, IN 47402 (\$20.00).

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—\*Academic Standards, \*Admission Criteria, Higher Education, Incentives, \*Legal Problems, \*State Standards, \*Teacher Certification, Teacher Education Programs, Teacher Recruitment, Teacher Supply and Demand, Testing

This document consists of more than 30 previously published journal articles and reports that focus on aspects of teacher certification. Section one of this volume presents articles on the specific issues and problems underlying the current condition of teacher quality that affect decision making policy. The imminent shortage of qualified teachers is discussed. Section two reviews state efforts to attract and retain qualified teachers through incentive programs and examines recruitment efforts and practices of teacher education programs. The lack of standardized admission criteria across states is discussed. The third section provides articles highlighting reasons for increasing state intervention in the teacher education process and includes a discussion on the need for cooperation among educational policy makers and leaders. Results of two recent surveys investigating the current condition of teacher education and certification are summarized. In section four, two recent studies comparing the relationship between certification requirements and job performance are discussed, as well as a report on research studies focusing on clinical experience in teacher education programs. An examination of present state certification and teacher education programs is offered in section five. The sixth section addresses the topic of testing as a prerequisite to certification. The final section deals with various legal aspects concerning teacher education and certification. (JD)

ED 257 836 SP 026 377

Schnacke, Stephen B. And Others  
Burnout: Coping with Predictable Professional Life Crises.

Pub Date—Feb 82

Note—40p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February 1982). Some charts use small print.

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adult Development, Developmental Stages, Elementary Secondary Education, \*Stress Variables, Teacher Attitudes, \*Teacher Burnout

The first section of this paper presents a review of recent studies on teacher burnout. Although a number of specific stressors have been explored, those which appear most consistently in studies on the subject are in the general categories of conduct and discipline of pupils, misbehavior and poor student attitudes, personal teaching competence, maintenance of values and standards within the classroom, and disagreement with supervisor or administrator. Other factors also appear as major contributors to stress, such as pressures precipitated by accountability laws, large classes, low salaries, intense pupil dependence and declining community support. Another factor compounding the effects of such stressors was seen to be related to the teacher's perception of self as well as the profession. The paper then discusses findings from two inventories, The Teaching Events Stress Inventory and The Life Events Inventory, administered to teachers attending stress workshops. A summary of the results confirm the supposition that the issue of teacher stress and burnout is highly complex when viewed from the perspective of professional and adult development and their various stages in each individual teacher. A list of the most salient observations from the study is provided. Several charts and line graphs are included in the document. (JD)

ED 257 837 SP 026 534

Kyle, Regina M. J., Ed.  
Reaching for Excellence: An Effective Schools Sourcebook.

White (E.H.) Co., San Francisco, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Pub Date—May 85

Contract—400-81-0004

Note—244p.; Prepared for Teaching and Instruction Division, Teaching and Learning Program. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$9.50).

Pub Type—Information Analyses (070) — Collected Works - General (020) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—\*Educational Change, \*Educational Innovation, Elementary Secondary Education, \*Improvement Programs, Policy Formation, Research Utilization, \*School Effectiveness Identifiers—\*Excellence in Education

This sourcebook synthesizes findings from studies on school improvement programs. The prefatory overview emphasizes key themes and issues addressed in the seven papers that comprise the body of the document, discusses the role of staff development, and examines the process of translating research into policy. The papers summarize the findings of research according to different perspectives: (1) effective classroom practices in elementary schools; (2) effective classroom practices in secondary schools; (3) effective school practices at each level; (4) district and state-level practices which support effective school management and instruction; and (5) criteria and methods for measuring effectiveness. The second section presents a directory of successful effective schools programs currently implemented across the nation. It describes 59 programs, of which 13 were developed by local school districts, 9 by state departments of education, and 17 by other organizations, including regional laboratories, universities, and research institutions. A program directory index and a bibliography are included. (JD)

## TM

ED 257 838 TM 850 136

Subkoviak, Michael J.  
Tables of Reliability Coefficients for Mastery Tests.

Pub Date—Mar 85

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Estimation (Mathematics), \*Mastery Tests, Statistical Studies, \*Tables (Data), \*Test Interpretation, \*Test Reliability Identifiers—Kappa Coefficient

Current methods of obtaining reliability coefficients for mastery tests are laborious from a practitioner's perspective. Some methods require two test administrations; while others require access to computer facilities and/or advanced measurement and statistical procedures. This report provides tables from which practitioners can read such reliability coefficients directly. The method used to construct the tables is reviewed. Comments on the accuracy of the tabulated values are included. (Author/DWH)

ED 257 839 TM 850 236

Still, Jacquelyn H.  
Computer Literacy Pilot Program Evaluation Report of Results.

Orange County Public Schools, Orlando, Fla.

Pub Date—Jun 84

Note—54p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Achievement, Achievement Gains, \*Computer Literacy, \*Curriculum Development, Curriculum Evaluation, Curriculum Guides, Educational Objectives, Elementary Education, Formative Evaluation, Inservice Teacher Education, \*Pilot Projects, Pretests Posttests, Program Evaluation, \*Program Implementation, Questionnaires, Student Attitudes, Teacher Attitudes

Identifiers—Orange County Public Schools FL  
This evaluation report discusses the computer literacy pilot program objectives in the Orange County Public Schools, Florida. The evaluation was designed to assess the appropriateness of the objectives; to determine adequacy of teacher preparation;

to measure participating students' achievement; and to provide information to curriculum developers. The computer literacy curriculum for grades K-8 was pilot tested in nine elementary schools and one junior high school. The objectives of the program were divided into three major areas: computer awareness; computer interaction; and program/logical thinking objectives. Findings indicate that the curriculum guide was well received by teachers. Program objectives and activity sources were widely accepted as appropriate. Participating students had positive attitudes toward the curriculum and showed significant achievement gains over a similar control group. Districtwide implementation of the computer literacy curriculum is recommended for the next school year, with a more complete introduction to the curriculum and methods and with computer training available for teachers. Appendices contain teacher and student questionnaires, interview format, achievement results, and item analysis for pilot schools posttest. (DWH)

ED 257 840 TM 850 242

Way, Joyce W.  
Evaluation of Computer Assisted Instruction. Kansas City School District, Mo.

Pub Date—Aug 84

Note—59p.; Most of document printed on colored paper.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Achievement, \*Achievement Gains, Achievement Tests, \*Computer Assisted Instruction, Elementary Secondary Education, Mathematics Achievement, Program Evaluation, Social Studies, \*Student Attitudes, \*Teacher Attitudes, Test Results

Identifiers—Iowa Tests of Basic Skills, Kansas City Public Schools MO

The effect of computer assisted instruction (CAI) in Kansas City, Missouri Schools on selected achievement measures and perceptions about the CAI experience collected from students, teachers, and CAI lab aides was examined. At the secondary school level, the evaluation examined the effects of CAI mathematics and social studies lessons on eighth and ninth grade students. CAI reading and mathematics lessons were used at the elementary school level. The report separates evaluation results into high school, junior high school, and elementary school levels. Teachers, students, and lab aides displayed positive attitudes toward CAI. The CAI labs had a positive effect on achievement as measured by the Iowa Tests of Basic Skills and the Tests of Academic Proficiency. Computer response time caused the greatest amount of frustration for students participating in CAI lessons. Appendices include opinions of students and teachers concerning CAI labs, and analysis of variance and analysis of covariance summaries. (DWH)

ED 257 841 TM 850 257

Wallace, Sherry  
Prekindergarten Program 1983-84. Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.

Pub Date—Oct 84

Note—10p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Achievement Gains, \*Disadvantaged Youth, Educational Objectives, \*Preschool Education, Preschool Evaluation, Pretests Posttests, \*Program Effectiveness, Program Evaluation, School Districts, Screening Tests, \*Special Programs

Identifiers—Education Consolidation Improvement Act Chapter 1, \*Fort Worth Independent School District TX, Prekindergarten Screening Evaluation, Preschool Screening Evaluation

The prekindergarten program in the Fort Worth Independent School District (FWISD) is described. The program was developed to meet the needs of disadvantaged four year old children. Students were chosen with respect to age, residence in a Chapter 1 attendance area, and a low score on the Preschool Screening Evaluation (PSE). Areas of learning included visual, auditory, motor, and language skills. The structure of classes with preschool teachers and teacher aides is also described. The PSE was used as a pretest and posttest to measure achievement of program objectives. Sustained effect studies indicated students with prekindergarten experience scored higher than comparable students on kindergarten and grade one Iowa Tests of Basic Skills. The prekindergarten program was judged to have consis-

tently demonstrated outstanding achievement of its objectives. Positive academic effects of the FWISD prekindergarten program were sustained at least through grade one. It is recommended that continued expansion of the program should use one of the approved differentiated staffing patterns. (DWH)

ED 257 842

TM 850 258

Konecny, Marie

Facts About Education in Wichita, Kansas Public Schools, 1983-84. Statistical Report.

Wichita Public Schools, KS. Dept. of Administrative Research.

Pub Date—Oct 84

Note—50p.; For the report for 1979-80, see ED 209 312.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Ancillary School Services, Educational Facilities, Elementary Secondary Education, Enrollment, Personnel Data, \*Profiles, \*School Districts, School District Spending, \*School Statistics, School Surveys, Special Programs, Test Results

Identifiers—\*Wichita Public Schools KS

This statistical report presents a comprehensive picture of the Wichita Public School System in 1983-1984. School system data from recent years are also presented for comparison to provide perspective on the 1983-1984 data. The data is organized into seven sections: (1) general information; (2) pupil information (data on enrollment, attendance, classes, and high school graduates); (3) pupil services (guidance and pupil evaluation, special education program, pupil welfare, social services and health services); (4) school district personnel (teacher profile, certified and non-certified positions); (5) business services (budgeted funds, average per pupil costs, special education state reimbursements, revenues, federal program grants); (6) curriculum services (descriptions of exploratory programs, and Instructional Materials Center data); and (7) school plant planning and operations services (including pupil transportation services, number of schools and portable classrooms, and total school plant value). (BS)

ED 257 843

TM 850 259

Fink, John Schoech, Debbie

Oklahoma City Public Schools: A Profile.

Oklahoma City Public Schools, OK. Dept. of Planning, Research, and Evaluation.

Pub Date—Jan 84

Note—27p.

Pub Type—Numerical/Quantitative Data (110) —

Reports — Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Average Daily Membership, Elementary Secondary Education, Institutional Characteristics, \*Profiles, \*School Demography, \*School Districts, School District Spending, School Health Services, \*School Statistics, Special Programs, Student Characteristics, Test Results

Identifiers—\*Oklahoma City Public Schools

This report contains selected information and statistical data about the Oklahoma City Public Schools for the 1982-1983 school year. Data are presented in tables, charts, and graphs. District level statistics include: (1) Equal Employment Opportunity Commission breakdown of district employees by job classification, sex, and race; (2) general fund expenditures; (3) externally funded grants; (4) end of first quarter membership, and percentages by grade and race; (5) special education enrollment; (6) health services contacts; and (7) California Achievement Test results by grade. School building data is given for each elementary school, fifth year center, middle school, high school, and special center. In addition to charts giving information about the physical plant are charts containing figures on first quarter student membership, percentages of students by race, ethnic group, and sex, and percentages of students in special programs at each school. (BS)

ED 257 844

TM 850 262

Comprehensive Profile of the San Antonio Independent School District 1983-1984.

San Antonio Independent School District, Tex.

Pub Date—Oct 84

Note—176p.; Prepared by the Office of Evaluation.

Pub Type—Numerical/Quantitative Data (110) —

Reports — Evaluative (142)

EDRS Price—MF01/PC08 Plus Postage.

Descriptors—Academic Achievement, Awards, Educational Objectives, \*Educational Trends, El-

ementary Secondary Education, Personnel Data, \*Profiles, School Demography, \*School Districts, School District Spending, School Health Services, \*School Statistics, Student Characteristics, Test Results, Trend Analysis

Identifiers—\*San Antonio Independent School District TX

This report presents statistical data about the San Antonio (Texas) Independent School District for the 1983-1984 school year. Trends for five or ten year groupings of past years are also presented. The report consolidates both district and individual school information from regular reports by the different district departments. The data is divided into eight sections: (1) the district (including school calendars, district goals and objectives, membership, attendance, enrollment by ethnic category, suspensions and expulsions, and retentions); (2) the schools (feeder schools, student membership by ethnic groups, attendance, ECIA Chapter 1 services, physical plants, retentions, student mobility, and utility costs); (3) student demographics (graduates, special education students, long term suspensions and expulsions, entries and withdrawals and students served by the Millam Achievement Center); (4) student achievement and aptitude (grade distributions and testing programs' results); (5) student awards and honors; (6) student health services (screening and immunization reports and services provided); (7) the personnel (classroom teachers and salary schedules for paraprofessionals, teachers, administrators and special assignments); and (8) the fiscal operation (including costs per pupil, revenues and expenditures, and selected budget and tax data for other school districts.) (BS)

ED 257 845

TM 850 264

Elementary and Secondary School Profiles for

Academic Year 1983-1984.

Rochester City School District, N.Y.

Pub Date—Jan 84

Note—201p.

Pub Type—Numerical/Quantitative Data (110) —

Reports — Research (143)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—Academic Achievement, Attendance Patterns, Educational Planning, Elementary Secondary Education, Enrollment Trends, \*Institutional Characteristics, \*Profiles, \*School Demography, \*School Districts, \*School Statistics, Student Mobility, Teacher Student Ratio, Trend Analysis

Identifiers—\*Rochester City School District NY

The 1983-1984 edition of the School Profile Report is the third in a series of annual reports produced by the Rochester NY City School District. It documents the trends and statistics of the city's elementary and secondary schools. Profiles are included for 58 elementary, and 14 secondary, schools. Each elementary school profile includes data on student achievement, enrollment, selected student statistics, student permits and mobility, home district and staff profiles, and pupil-teacher and pupil-administrator ratios. The secondary school profiles include data concerning student achievement and enrollment, selected student statistics, student permits and mobility, staff profile, and pupil-teacher and pupil-administrator ratios. The report was designed to highlight broad five year achievement, enrollment, and mobility trends for each school. It also illustrates staffing patterns, staff ratios, and school construction data. The statistical data in this report will be used to evaluate and expand long range planning in the areas of budget, staffing, and program evaluation. (DWH)

ED 257 846

TM 850 268

Profiles of Detroit's High Schools: 1975 to 1984. A

Monitoring Commission Report.

Detroit School District, United States District

Court Monitoring Commission, Detroit, Mich.

Pub Date—Oct 84

Note—657p.; For related document, see ED 193 349.

Pub Type—Numerical/Quantitative Data (110) —

Reports — Research (143)

EDRS Price—MF03/PC27 Plus Postage.

Descriptors—Bilingual Education Programs, Court Role, Desegregation Effects, \*Desegregation Litigation, \*Educational Assessment, High Schools, Inservice Teacher Education, \*Institutional Characteristics, Profiles, Program Evaluation, \*Program Implementation, Reading Achievement, School Community Relationship, School Counseling, School Desegregation, \*School Statistics, Student Attrition, Student Behavior, Testing Pro-

grams, Trend Analysis, Vocational Education Identifiers—\*Detroit Public Schools MI, \*Milliken Bradley V. Program Monitoring

The Monitoring Commission was created in 1976 by the U.S. District Court to (1) audit the efforts of the Detroit, Michigan public school system as it implemented a court-ordered desegregation program, (2) inform the community; and (3) advise the court. This Commission Report on the assessment process and its findings has six major sections as follows: background information, summary of the status of implementation, profiles of individual high schools, minimal assessment criteria and indicators, statistical data, and individual high school scoring matrices. Each school profile includes individual school characteristics, criteria-based assessment indices, and teacher and counselor ratings of the school. The data provided reflects the status of Detroit's high schools in terms of eight program areas affected by the court's orders: bilingual education; counseling and career guidance; in-service training; reading and communication skills; school-community relations; student code of conduct; testing; and vocational education. This longitudinal study gives historical perspective to the progress of Detroit's high schools and illuminates systematic problems in the areas of student attrition and preparation for high school. (DWH)

ED 257 847

TM 850 273

Harkness, Suzanne C.

New Jersey Assessment Programs. High School

Proficiency Test Results.

East Windsor Regional School District, NJ.

Pub Date—Nov 84

Note—22p.

Pub Type—Reports — Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Achievement Tests, Basic Skills, Grade 9, Graduation Requirements, High Schools, Mathematics Achievement, \*Minimum Competency Testing, Public Schools, Reading Achievement, School Districts, \*State Programs, Student Evaluation, \*Testing Programs, \*Test Results, Writing Skills

Identifiers—\*East Windsor Regional School District NJ, \*New Jersey High School Proficiency Test

The New Jersey Educational Assessment Program was initiated in 1972-73 school year to assess high school students' performance in the basic skill areas of reading and mathematics. The High School Proficiency Test (HSPT) will become part of the graduation requirement for the ninth grade class of 1985-86. This instrument is a more comprehensive basic skills test than the Minimum Basic Skills Test that is replacing it. It includes a writing section, as well as items assessing higher level thinking skills. This report describes the HSPT. The results of the March 1984 test administration to all ninth graders in the East Windsor School District are reviewed and compared to state and district reference groups. Information on the population tested and a sample of the individual student report are included. The results of this test administration indicated East Windsor students were well prepared in areas such as critical and literal comprehension, and ability to organize ideas. Editing the written work of others was found to be a skill area requiring additional instruction. (DWH)

ED 257 848

TM 850 289

Wallace, Sherry And Others

Chapter I, Chapter II, And State Compensatory

Education Program Evaluations, 1983-84.

Fort Worth Independent School District, Tex.

Dept. of Research and Evaluation.

Pub Date—Dec 84

Note—36p.; Small print in 2 page program summary chart.

Pub Type—Reports — Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Block Grants, \*Compensatory Education, \*Computer Assisted Instruction, Correctional Education, Educationally Disadvantaged, Elementary Secondary Education, Federal Programs, Parochial Schools, Preschool Education, \*Program Evaluation, \*Remedial Mathematics, \*Remedial Reading, \*School Districts, State Programs, Tutorial Programs

Identifiers—\*Education Consolidation and Improvement Act 1981, \*Fort Worth Independent School District TX

This report contains administrative summaries for program evaluations of these 11 1983-84 Chapter I, Chapter II, and state compensatory education pro-

grams in the Fort Worth Independent School District, Texas. The programs evaluated are the Elementary Resource Teacher/Aide Program; the Chapter I Parochial Reading and Mathematics Program; the Chapter I Golden Gate Day Care Center; the Timeshare Computer Assisted Instruction Program at E.M. Caggett Elementary School; the Chapter II block grant; the Elementary Computer Assisted Instruction (CAI) Program; the Prekindergarten Program; the Chapter I Secondary Reading/Math/CAI Programs; the Early Childhood Summer Roundup Program; the Neglected and Delinquent Program; and the Chapter I Home-School Coordinator, Social Worker Program. Each summary contains program costs and cost per pupil, number of pupils, staff, funding source, school names, program description, population served; objectives, research findings, conclusions, and recommendations. A summary chart includes each program, program costs, program description, program impact rating, and program results. Students participating in these programs gained one month or more per month of instruction in 80 percent of the program and grade levels involved. (BS)

ED 257 849 TM 850 290

*Tees, Sandra And Others*  
Coordinated Vocational Academic Education,  
1980-1983.

Fort Worth Independent School District, Tex.  
Dept. of Research and Evaluation.

Pub Date—14 Mar 84

Note—29p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Gains, Attendance Patterns, Cohort Analysis, Disadvantaged Youth, \*Dropout Prevention, \*Dropout Programs, Grade 8, Low Achievement, Middle Schools, \*Problem Children, Program Evaluation, School Counseling, School Districts, Secondary Education, State Programs, Student Behavior, Student Motivation, \*Vocational Education

Identifiers—Coordinated Vocational Academic Education, \*Fort Worth Independent School District TX

Coordinated Vocational Academic Education (CVAE) is offered at three middle schools in the Fort Worth Independent School District, Texas. Courses in automobile mechanics, cosmetology, and home and community services are provided for potential dropout students who meet specific criteria: (1) low achievement; (2) inadequate communication skills; and/or (3) social or emotional problems which interfere with performance. This evaluation studies three student cohorts (CVAE classes of 1980-81, 1981-82, and 1982-83) to assess CVAE impact on survival rate (students remaining in school) and attendance, academic achievement, citizenship, and market demand for skills developed. Findings indicate that the 132 CVAE students on the whole show positive changes in grade point averages, Iowa Tests of Basic Skills (ITBS) scores, and citizenship marks during the program year. A large percentage of students in classes from 1980 to 1983 have enrolled for the 1983-84 school year. There was no improvement in attendance. Salability of skills is adequate. Some impact may be lost due to lack of ninth grade follow-up programs. Appendices contain six tables showing average percent attendance; grade point averages for math, English, science, and social studies; and principal comments on the CVAE program. (BS)

ED 257 850 TM 850 292

*Slaughter, Helen B. Haussler, Myra*  
Chapter I Evaluation Report for the Language  
Enrichment Communicative Skills Project  
1983-84.

Tucson Unified School District, Ariz.

Pub Date—Dec 84

Note—32p.

Pub Type—Reports - Evaluative (142) —

Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Reading, \*Communicative Competence (Languages), Federal Programs, Formative Evaluation, \*High Risk Students, Language Enrichment, \*Low Achievement, Pretests Posttests, Primary Education, Program Evaluation, Small Group Instruction, \*Special Programs, Test Results

Identifiers—California Achievement Tests, Education Consolidation Improvement Act Chapter 1, Language Enrichment Communicative Skills Project, \*Tucson Public Schools AZ

The Chapter I Language Enrichment Communicative Skills Project served students in eleven Tucson Arizona elementary schools in the primary grades during the 1983-84 school year. The project provided supplementary instruction in oral language interaction and developmental reading and writing in small groups. Students were selected on the basis of greatest need in terms of academic and sociolinguistic competencies related to success in school. The evaluation results indicated that first grade students attained the objective of improvement in terms of relative status in relation to national norms on the California Achievement Test, Reading Subtest, but that second-grade participants did not. However, when grade two students were retested out-of-level at the end of grade two on the same reading test that they took at the end of grade one, the results showed that the students had achieved a statistically significant raw score gain. Students' writing samples indicated that their writing improved in both content and form. Appendices contain: (1) the Teacher Observation Measure of Communicative Competencies; (2) achievement test data; (3) the Sustained Gains Study of the First Cohort; and (4) the descriptive analysis of writing samples. (Author/DWH)

ED 257 851 TM 850 294

*Blarick, Wesley E.*  
Secondary Science Program Evaluation Report of  
Results.

Orange County Public Schools, Orlando, Fla.

Pub Date—Jun 84

Note—264p; Prepared by the Department of Planning and Governmental Relations, Program Evaluation Section.

Pub Type—Reports - Evaluative (142) —  
Tests/Questionnaires (160)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Academic Achievement, Administrator Attitudes, Attitude Measures, Data Analysis, Educational Objectives, Profiles, \*Program Evaluation, Program Improvement, Questionnaires, School Districts, School Statistics, Secondary Education, \*Secondary School Science, Teacher Attitudes

Identifiers—Orange County Public Schools FL

The 1983-84 evaluation of the secondary school science program in Orange County Public Schools, Florida was conducted to provide statistical data for use in program improvement. The data in the report were designed for use by district-based and school-based personnel. The purpose of the evaluation was to determine the extent to which secondary school science program objectives were met. In the report, the six evaluation questions are presented with the results of the study. A complete description of the procedures employed in conducting the evaluation discuss: the literature review; staff input; presentation of evaluation plans; population interviewed; data collection, compilation, and presentation schedule; and data analysis. Conclusions and recommendations for both junior high school and high schools cover six areas: (1) curriculum and students; (2) teachers; (3) student performance, classroom management, and instructional procedures; (4) facilities, equipment, supplies, and other resources; (5) personnel support, and (6) district and community resources. Appendices include both combined and individual school data summaries, major subject area data summaries, and sample principal and teacher questionnaires. (DWH)

ED 257 852 TM 850 296

*Turner, W. E. Riley, Gerald*  
ECIA Chapter I Evaluation Report Programs for  
Educationally Deprived Children, September  
1983-July 1984.

Wichita Public Schools, Kans. Div. of Research,  
Planning and Development Services.

Pub Date—Jul 84

Note—55p; Project Number 415020 under Chapter I, as amended by P.L. 97-35. For related documents, see ED 224 846, ED 221 586, ED 113 415, ED 098 276, ED 073 194, ED 057 144, ED 049 349, and ED 020 286.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Achievement Gains, \*Compensatory Education, Corrective Reading, \*Educationally Disadvantaged, Elementary Education, Elementary School Mathematics, Federal Programs, \*Mathematics Achievement, Parent Education, Preschool Education, Pretests Posttests, \*Program Effectiveness, Program Evaluation, \*Reading Achievement, School Districts, Test

## Results

Identifiers—Cooperative Preschool Inventory, Education Consolidation Improvement Act Chapter 1, Iowa Tests of Basic Skills, \*Wichita Public Schools KS

Education Consolidation Improvement Act (ECIA) Chapter 1 programs were conducted in 29 elementary schools in the Wichita (Kansas) Public Schools during the 1983-1984 school year. Major programs were corrective reading, mathematics, and prekindergarten. Smaller programs for children in neglected and delinquent institutions were conducted. A reduced parent education component was continued. A brief profile of the city of Wichita is presented. It describes the population of the city and its schools. A summary and evaluation report is provided for each of the ECIA Chapter 1 programs conducted. They provide a program description and evaluation, as well as information about the number of participants, attendance, personnel, and budget. The achievement of performance objectives in each program is expressed in normal curve equivalent (NCE) scores. The NCE score was developed for use in Chapter 1 evaluations nationwide. (DWH)

ED 257 853 TM 850 307

*Connor, Ethel Lynne*  
Evaluation of the 1983-84 Beginning Teacher Program.

Dade County Public Schools, Miami, FL. Office of Educational Accountability.

Pub Date—Sep 84

Note—149p.

Pub Type—Reports - Evaluative (142) —  
Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrators, Attitude Measures, \*Beginning Teachers, Elementary Secondary Education, Inservice Teacher Education, \*Participant Satisfaction, \*Professional Development, Program Evaluation, Questionnaires, Social Support Groups, State Programs, Teacher Attitudes, Teacher Certification, Teacher Evaluation, \*Teacher Supervision

Identifiers—\*Beginning Teacher Program FL, \*Dade County Public Schools FL

The evaluation of the Dade County Public Schools, Florida 1983-84 Beginning Teacher Program was designed to achieve these specific goals: (1) assess the extent to which program operations and procedures facilitated the implementation of major project components; and (2) determine the program's effectiveness in achieving its major outcome of improving the teaching performance of beginning teachers. Successful completion of the Beginning Teacher Program is required for regular teacher certification in the State of Florida. Findings indicated considerable progress by project staff in implementing earlier evaluation recommendations. Major program components were appropriately implemented during 1983-84, and the program had significant positive impact on the majority of beginning teachers. Recommendations included improving program training through workshops, improving speed in identification of beginning teachers, and continued periodic monitoring of support teams. The evaluation was conducted through the use of interviews, document reviews, and surveys. Appendices include interview questions and questionnaires used in the study with beginning teachers and support team members. (DWH)

ED 257 854 TM 850 317

*Your Career Starts Here. A Student's Guide to the ASVAB.*

Department of Defense, Washington, D.C.

Pub Date—84

Note—31p; Prepared by the Military Entrance Processing Command, North Chicago, IL.

Pub Type—Tests/Questionnaires (160) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aptitude Tests, Armed Forces, \*Career Planning, \*Occupational Tests, Secondary Education, Study Guides, Test Interpretation, Vocational Aptitude

Identifiers—\*Armed Services Vocational Aptitude Battery

This guidebook provides information about the Armed Services Vocational Aptitude Battery (ASVAB). It is written for high school students to encourage them to use the ASVAB in their career exploration. The booklet is written in a question and answer format. Sample test items and an answer sheet for the ASVAB subtests are included. The



areas assessed by the test battery are general science, arithmetic reasoning, word knowledge, paragraph comprehension, numerical operations, coding speed, auto and shop information, mathematics knowledge, mechanical comprehension; and electronics information. The ASVAB is used by military organizations for enlistment purposes. Diagrams indicate the relationship between ASVAB occupational composites to military and civilian career fields. (DWH)

**ED 257 855** **TM 850 318**  
**Will the Mississippi Model Work in a School District?**

Tupelo Public Schools, Miss.

Pub Date—Mar 85

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Available from—Tupelo Public Schools, Box 557, Tupelo, MS 38802 (\$1.00).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, \*Accreditation (Institutions), Achievement Gains, \*Competency Based Education, Curriculum Development, Elementary Secondary Education, Equal Education, Inservice Teacher Education, Instructional Improvement, \*Mastery Learning, Models, Public Schools, \*School Effectiveness, State Programs, Student Educational Objectives, Student Evaluation, Teacher Evaluation, Trend Analysis

Identifiers—Mississippi Performance Based Accreditation Model, Tupelo Public Schools MS

The effect of the Mississippi Performance-Based Accreditation Model on operations in a local school district is examined. Specifically, this report describes the Tupelo, Mississippi school district's experience in producing improved pupil learning. The Mississippi accreditation paradigm is prescriptive. It is an evaluation driven system capable of accommodating diverse approaches to schooling. The Tupelo School District adopted performance-based planning, teaching/learning activity, and evaluation procedures. The state model focuses on the achievement of academic outcomes. It defines six quantifiable components of schooling: leadership, organization, instruction, staff development, climate, and outcomes. These components are compared to Tupelo's school operations. Addenda document the type of change which has occurred as a result of instituting performance-based operating procedures in the Tupelo public schools. (DWH)

**ED 257 856** **TM 850 319**

Cormier, Stephen M.

**Transfer of Training: An Interpretive Review.**

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Report No.—USARIBSS-TR-608.

Pub Date—Jan 84

Note—69p.

Pub Type—Reports - Research (143) — Information Analyses (070)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Cognitive Processes, Educational Research, \*Job Training, Learning Strategies, \*Military Personnel, Military Training, Program Evaluation, Psychomotor Skills, Schemata (Cognition), Training Methods, Training Objectives, \*Transfer of Training

Identifiers—Army, List Differentiation Hypothesis, Proactive Interference

Information processing and memorial processes that have been identified by contemporary research as important factors in human learning and cognitive activity are shown to provide a basis for explaining and predicting transfer of training effects. Four major factors are discussed in separate sections: the relationship between retrieval cues and encoded information; study-phase retrieval; organizational strategies; and performance automatization. A fifth section briefly discusses the relevance of information processing factors to proactive interference phenomena. These information processing factors are seen to exert their effect in both the laboratory and in applied settings, providing a potential link between basic and applied research on this topic. The similarities and differences in transfer with verbal as opposed to motoric responses are also considered in light of these information processing concepts. (Author)

**ED 257 857** **TM 850 320**

Olejnik, Stephen F. Algina, James

**Type I Error Rate and Power of Rank Transform ANOVA When Populations Are Non-Normal and Have Unequal Variances.**

Pub Date—Mar 85

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Analysis of Variance, Computer Simulation, Error of Measurement, Hypothesis Testing, \*Research Design, Sampling, Statistical Distributions, \*Transformations (Mathematics) Identifiers—\*Behrens Fisher Problem, Power (Statistics), \*Rank Order Transformation, Type I Errors

This paper examined the rank transformation approach to analysis of variance as a solution to the Behrens-Fisher problem. Using simulation methodology four parameters were manipulated for the two group design: (1) ratio of population variances; (2) distribution form; (3) sample size and (4) population mean difference. The results indicated that while the rank transform approach was less sensitive to variance inequality than the parametric ANOVA F-ratio, unacceptably high Type I error rates were obtained when cell frequencies and group variances were inversely related. With equal cell frequencies, and/or when cell frequencies were directly related to group variances, appropriate Type I error rates were obtained. Under these conditions, however, the Brown-Forsythe procedure for comparing group means provided greater power except when the sampled distribution was leptokurtic. (Author)

**ED 257 858** **TM 850 322**

Presaben, Barbara Z.

**Thinking Skills: Meanings, Models, and Materials.**

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—30 Nov 84

Note—24p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cognitive Measurement, \*Cognitive Processes, \*Curriculum Development, Elementary Secondary Education, Epistemology, Instructional Development, Instructional Materials, Metacognition, Models

Identifiers—Blossoms Taxonomy, Guilford's Structure of Intellect, \*Higher Order Skills

In order for educators to plan for thinking skills in the curriculum, what is meant by thinking must first be determined. Drawing from current research, this report provides working definitions of thinking skills and practical models to explain the working relationships among different levels and different kinds of thought processes. These definitions and models form a three level taxonomy: (1) Cognition—the essential skills (causation, transformations, relationships, classification, and qualification) and their relationships with complex processes (problem solving, decision-making, critical thinking, and creative thinking); (2) Metacognition—the skills of learner awareness of his/her own thinking (monitoring task performance and selecting and understanding the appropriate strategy; and (3) Epistemic Cognition—the skills for understanding the limits of knowing and the nature of problems that can be addressed by the thinker. With an understanding of this taxonomy of thinking, educators can examine the variety of materials and programs for enhancing thinking instruction in the classroom. It is also important to consider the role of subject matter in instruction emphasizing thinking and how student achievement in thinking abilities is to be assessed. (BS)

**ED 257 859** **TM 850 323**

Yap, Kim Onn

**Test Use Satisfaction: A Consumer Perspective.**

Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.

Pub Date—Mar 85

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Attitude Measures, \*Educational Testing, Elementary Secondary Education, English (Second Language), Language Proficiency, Limited English Speaking, \*Participant Satisfaction, Special Programs, \*Teacher Attitudes, Test Construction, \*Testing Problems, Test Use Identifiers—Hawaii (Honolulu), Students of Limited English Proficiency Program

This study investigated the relationship between a test's psychometric characteristics and school staff satisfaction with its use in programmatic activities. The Inventory of Test Use Satisfaction (IOTUS) was used to evaluate two individually administered oral language production tests used in Hawaii's Students of Limited English Proficiency (SLEP) Program: the Basic Inventory of Natural Language and the Language Assessment Scales. Administered to 142 SLEP Program Staff in three Honolulu school districts, the IOTUS surveyed attitudes about each test in four areas of test characteristics: measurement validity, examinee appropriateness, technical excellence, and administrative usability. The top five test characteristics which correlated significantly with test user satisfaction were reliability, item relevance and test bias, problems in test use construct validity, and experience with test administration. Results indicated only half of the respondents were satisfied with test use. Systematic and intensive involvement of test users in the test development process is suggested. (BS)

**ED 257 860** **TM 850 325**

Barcikowski, Robert S. Robey, Randall R.

**Sample Size Selection in Single Group Repeated Measures Analysis.**

Pub Date—Apr 85

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Small print in tables 2-6.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Analysis of Variance, Effect Size, Hypothesis Testing, \*Multivariate Analysis, Research Methodology, \*Sample Size, Tables (Data) Identifiers—Hotellings t

This paper provides researchers with a method of determining sample size for a given power level in the preparation of a single group exploratory repeated measure analysis. The rationale for determining sample size which takes into consideration the powers and assumptions of both the adjusted univariate and multivariate repeated measures tests is presented. Six tables to determine sample size for a minimally acceptable power level (.80), at three levels of significance (.01, .05, and .10), and varying levels of repeated measures and effect size are given. The noncentrality parameters used in the FORTRAN program for the univariate and multivariate repeated measures tests to drive the sample sizes are presented in Appendix A. The noncentrality parameters are related to Cohen's effect size index (f), a commonly used measure of treatment differences. Three example analyses are given to illustrate the utility of this methodology. (BS)

**ED 257 861** **TM 850 328**

**Servicio de Informacion para la Orientacion Educativa. Guia para su Interpretacion y Uso.**

(Information Service for Educational Counseling. Guide for Its Interpretation and Use.)

College Entrance Examination Board, Hato Rey, PR. Puerto Rico Office.

Pub Date—83

Note—109p.

Available from—The College Board, Call Box 71101, San Juan, PR 00936-1101.

Language—Spanish

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Administrator Guides, Biographical Inventories, \*Career Choice, \*Career Planning, Grade 8, Interest Inventories, Junior High Schools, \*School Guidance, Student Characteristics, \*Student Interests, Teaching Methods, Testing Programs, \*Test Use

Identifiers—Puerto Rico

In 1974, the College Board in Puerto Rico initiated a program on educational counseling for high school-bound students. The program was designed

to help students define their educational goals and career interests before entering the ninth grade where they would be required to make specific curriculum choices. The program calls for the administration of four measurement instruments: (1) a verbal test; (2) a mathematics and problem solving test; (3) an analogy test; and (4) a questionnaire on personal habits and interests including personal values, study habits, curriculum interests, and work goals. Test data would then be analyzed to provide students information for making better educational decisions. This Spanish language guide describes the program, provides suggestions to teachers and counselors, outlines the basic concepts of the program, and describes possible teaching methods. Appendices consist of the four measurement instruments used by this program. (EGS)

ED 257 862 TM 850 329

Plato, Kathleen C.  
State Education Agency Perspective on ECIA  
Chapter 1 Migrant Education Program Evaluation.

Pub Date—Mar 85

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Gains, \*Data Collection, Disadvantaged, Elementary Secondary Education, Federal Programs, \*Migrant Education, Migrant Youth, \*Program Evaluation, State Departments of Education, \*State Programs

Identifiers—Education Consolidation Improvement Act Chapter 1, Title I Evaluation and Reporting System

The evaluation of federal programs such as the migrant education program causes a dilemma for state education agencies. The law places the prime responsibility for establishing, and accounting for, quality programs on state and local education agencies. However, no explicit directive requires that this be done in a uniform manner. A lack of national level data on the services rendered has resulted. This paper discusses the factors which have delayed the formation of an evaluation and reporting system for the Education Consolidation Improvement Act (ECIA) Migrant Education program. The available alternatives for future data collection and reporting are discussed. A national reporting system must balance the identification of data collection limit requirements as identified by law, and the description of the unique migrant education program characteristics. (DWH)

ED 257 863 TM 850 330

Brooks, Jennifer Giddings. Test, Sandra  
Study of the Instructional Effectiveness of Last  
Period Middle School Classes.

Port Worth Independent School District, Tex.  
Dept. of Research and Evaluation.

Pub Date—Mar 85

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Best copy available.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Class Organization, \*Classroom Environment, English Instruction, High Schools, Intermediate Grades, Mathematics Instruction, Middle Schools, Performance Factors, Physical Activity Level, \*School Schedules, School Surveys, Secondary Education, Student Behavior, \*Time Factors (Learning), Time on Task

Identifiers—Port Worth Independent School District TX.

To facilitate cost effective bus schedules, middle school classes begin one hour later than high school classes in the Port Worth Independent School District, Texas. This study investigated whether middle school students were adversely affected, in terms of grades and classroom performance, by having the class day extended to 4 p.m. High schools were included in the study to determine the effect of time of day on last period students. Grades were collected from sets (a morning class and a comparable afternoon class taught by the same teacher) of fall, 1983, English or math classes. Classroom observations were made in the spring. Findings indicated that: (1) grades were not significantly higher in

morning classes. Middle School student grades were higher in last period classes; (2) time on task was not significantly higher in the morning; (3) noise and activity levels were higher in last period classes, but this only affected student performance when teacher management skills were weak; and (4) the later start time caused individual student problems and scheduling difficulties for school personnel. Since middle school student achievement was not affected by the later time for last period classes, no schedule changes were recommended except for scheduling extra-curricular activities during before school hours when feasible. Appended are teacher and staff comments and a table showing distribution of student grades for Fall, 1983, by subject, level, and teacher for first and last period classes. (BS)

ED 257 864 TM 850 331

Social Studies Assessment Program, Grade 3.  
[Test, Manual, and Scoring.] No. 14393.  
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.

Pub Date—Apr 84

Note—49p.; For related documents, see TM 850 332-338.

Pub Type—Tests/Questionnaires (160) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, Answer Keys, Attitude Measures, Curriculum Development, Educational Assessment, Elementary Secondary Education, Foreign Countries, \*Grade 3, \*Social Studies, State Programs, Student Attitudes, \*Testing Programs, Test Manuals

Identifiers—Canada, \*Manitoba

The Social Studies Assessment Program was a province-wide assessment of Social Studies concepts, skills, and attitudes in grades 3, 6, 9, and 12 in Manitoba (Canada) carried out during April, 1984. Designed to provide a profile of student performance on program objectives, the test was administered to a representative sample of students at each grade level. Teachers were given the option of testing additional students to compare their results to those of the provincial sample for each objective and skill area. This document contains the test, test manual, and scoring key for the grade three assessment. The 90-question test covers the four program objectives: knowledge, values and attitudes, thinking and research skills, and social participation. Each of these four parts are made up of several subtests. The grade 3 subtests are: Community Situation, Community History, Meeting Needs and Wants, Cooperation and Conflict, General Information, Comparing One Community to Another, and Other Skills (reading graphs and maps). Most questions are multiple choice, but some require short written answers. The manual contains an overview of the assessment program, general test information, and the specific directions for administering the test and returning test materials. While the answer key is provided, it is recommended that student answers be transcribed on provided answer sheets for machine scoring by Management Information Services. (BS)

ED 257 865 TM 850 332

Social Studies Assessment Program, Grade 6.  
[Test, Manual, and Scoring.] No. 14067.  
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.

Pub Date—Apr 84

Note—75p.; For related documents, see TM 850 331-338.

Pub Type—Tests/Questionnaires (160) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Tests, Answer Keys, Attitude Measures, Curriculum Development, Educational Assessment, Elementary Education, Foreign Countries, \*Grade 6, Multiple Choice Tests, \*Social Studies, State Programs, Student Attitudes, \*Testing Programs, Test Manuals

Identifiers—Canada, \*Manitoba

The Social Studies Assessment Program was a province-wide assessment of Social Studies concepts, skills, and attitudes in grades 3, 6, 9, and 12 in Manitoba (Canada) carried out during April, 1984. Designed to provide a profile of student performance on program objectives, the test was administered to a representative sample of students at each grade level. Teachers were given the option of testing additional students to compare their results to those of the provincial sample for each objective and skill area. This document contains the test, test manual and scoring key for the grade 6 assessment.

The 182-question, multiple choice test covers the four Social Studies program objectives: (1) knowledge, (2) values and attitudes, (3) thinking and research skills, and (4) social participation. The manual contains an overview of the assessment program, general test information, and specific directions for administering the test and returning test materials. While the answer key is provided, it is recommended that student answers be transcribed on provided answer sheets for machine scoring by Management Information Services, Manitoba Department of Education. (BS)

ED 257 866 TM 850 333

Social Studies Assessment Program, Grade 9.  
[Test, Manual and Scoring.] No. 13237.  
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.

Pub Date—Apr 84

Note—60p.; For related documents, see TM 850 331-338.

Pub Type—Tests/Questionnaires (160) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Tests, Answer Keys, Attitude Measures, Curriculum Development, Educational Assessment, Essay Tests, Foreign Countries, \*Grade 9, Multiple Choice Tests, Secondary Education, \*Social Studies, State Programs, Student Attitudes, \*Testing Programs, Test Manuals

Identifiers—Canada, \*Manitoba

The Social Studies Assessment Program was a province-wide assessment of Social Studies concepts, skills, and attitudes in grades 3, 6, 9, and 12 in Manitoba (Canada) carried out during April, 1984. Designed to provide a profile of student performance on program objectives, the test was administered to a representative sample of students at each grade level. Teachers were given the option of testing additional students to compare their results to those of the provincial sample for each objective and skill area. This document contains the test, test manual, and scoring key for the grade 9 assessment. The 123-question test covers the four Social Studies program objectives: (1) knowledge, (2) values and attitudes; (3) thinking and research skills; and (4) social participation. Most questions are multiple choice, but some require written responses. The manual contains an overview of the assessment program, general test information, and specific directions for administering the test and returning test materials. While the answer key is provided, machine scoring for the multiple choice questions by Management Information Services, Manitoba Department of Education is recommended. (BS)

ED 257 867 TM 850 334

Social Studies Assessment Program, Grade 12.  
[Test, Manual and Scoring.] No. 5652.  
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.

Pub Date—Apr 84

Note—62p.; For related documents, see TM 850 331-338.

Pub Type—Tests/Questionnaires (160) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Tests, Answer Keys, Attitude Measures, Curriculum Development, Educational Assessment, Essay Tests, Foreign Countries, \*Grade 12, Multiple Choice Tests, Secondary Education, \*Social Studies, State Programs, Student Attitudes, \*Testing Programs, Test Manuals

Identifiers—Canada, \*Manitoba

The Social Studies Assessment Program was a province-wide assessment of Social Studies concepts, skills, and attitudes in grades 3, 6, 9, and 12 in Manitoba (Canada) carried out during April, 1984. Designed to provide a profile of student performance on program objectives, the test was administered to a representative sample of students at each grade level. Teachers were given the option of testing additional students to compare their results to those of the provincial sample for each objective and skill area. This document contains the test, test manual, and scoring key for the grade 12 assessment. The 188-question test covers the four Social Studies program objectives: (1) knowledge, (2) values and attitudes; (3) thinking and research skills; and (4) social participation. Most questions are multiple choice, but some require short written answers. The manual contains an overview of the assessment program, general test information, and specific directions for administering the test and returning test

materials. (BS)

**ED 257 868** TM 850 335  
**Manitoba Social Studies Assessment Program**  
 1984. Preliminary Report. Grade 3 Test Data.  
 Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.  
 Pub Date—Jun 84  
 Note—43p.; For related documents, see TM 850 331-338.

**Pub Type—Tests/Questionnaires (160)**  
**EDRS Price—MF01/PC02 Plus Postage.**  
 Descriptors—Achievement Tests, Attitude Measures, Curriculum Development, Educational Assessment, Elementary Education, Foreign Countries, \*Grade 3, Instructional Improvement, \*Social Studies, Student Attitudes, \*Testing Programs, \*Test Results  
 Identifiers—Canada, \*Manitoba

The Social Studies Assessment Program was a province-wide assessment of Social Studies concepts, skills, and attitudes in grades 3, 6, 9, and 12 in Manitoba (Canada) carried out during April, 1984. Designed to provide a profile of student performance on program objectives, the test was administered to a representative sample of students at each grade level. Teachers were given the option of testing additional students. This preliminary report contains the basic results of Grade 3 student performance on each test item, as well as summary data on subtests where applicable. Its purpose is to provide information for use by classroom teachers in forming judgments about the instructional program. All reported data is based on the provincial sample as a whole, but teachers are encouraged to compare those results to the results of their own students. Each test question is reproduced with the percentage of student sample selecting each option. There are no correct answers for questions in the Value/Attitudes and Social Participation sections. Since questions in the Knowledge and the Thinking and Research categories have correct answers, subtest summaries are reported in mean raw and mean percentage scores. (BS)

**ED 257 869** TM 850 336  
**Manitoba Social Studies Assessment Program**  
 1984. Preliminary Report. Grade 6 Test Data.  
 Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.  
 Pub Date—Jun 84  
 Note—57p.; For related documents, see TM 850 331-338.

**Pub Type—Tests/Questionnaires (160)**  
**EDRS Price—MF01/PC03 Plus Postage.**  
 Descriptors—Achievement Tests, Attitude Measures, Curriculum Development, Educational Assessment, Elementary Education, Foreign Countries, \*Grade 6, Instructional Improvement, \*Social Studies, Student Attitudes, \*Testing Programs, \*Test Results  
 Identifiers—Canada, \*Manitoba

The Social Studies Assessment Program was a province-wide assessment of Social Studies concepts, skills, and attitudes in grades 3, 6, 9, and 12 in Manitoba (Canada) carried out during April, 1984. Designed to provide a profile of student performance on program objectives, the test was administered to a representative sample of students at each grade level. Teachers were given the option of testing additional students. This preliminary report contains the basic results of grade 6 student performance on each test item as well as summary data on subtests where applicable. Its purpose is to provide information for use by classroom teachers in forming judgments about the instructional program. All reported data is based on the provincial sample as a whole, but teachers are encouraged to compare those results to the results of their own students. Each test question is reproduced with the percentage of student sample selecting each option. There are no correct answers for questions in the Value/Attitudes and Social Participation sections. Since questions in the Knowledge and Thinking and Research categories have correct answers, subtest summaries are reported in mean raw and mean percentage scores. (BS)

**ED 257 870** TM 850 337  
**Manitoba Social Studies Assessment Program**  
 1984. Preliminary Report. Grade 9 Test Data.  
 North Carolina Governor's Office, Raleigh.  
 Pub Date—Jun 84  
 Note—44p.; For related documents, see TM 850 331-338.  
**Pub Type—Tests/Questionnaires (160)**

**EDRS Price—MF01/PC02 Plus Postage.**  
 Descriptors—Achievement Tests, Attitude Measures, Curriculum Development, Educational Assessment, Foreign Countries, \*Grade 9, Instructional Improvement, Secondary Education, \*Social Studies, Student Attitudes, \*Testing Programs, \*Test Results  
 Identifiers—Canada, \*Manitoba

The Social Studies Assessment Program was a province-wide assessment of Social Studies concepts, skills, and attitudes in grades 3, 6, 9, and 12 in Manitoba (Canada) carried out during April, 1984. Designed to provide a profile of student performance on program objectives, the test was administered to a representative sample of students at each grade level. Teachers were given the option of testing additional students. This preliminary report contains the basic results of grade 9 student performance on each test item as well as summary data on subtests where applicable. Its purpose is to provide information for use by classroom teachers in forming judgments about the instructional program. All reported data is based on the provincial sample as a whole, but teachers are encouraged to compare those results to the results of their own students. Each test question is reproduced with the percentage of student sample selecting each option. There are no correct answers for questions in the Value/Attitudes and Social Participation sections. Since questions in the Knowledge and the Thinking and Research categories have correct answers, subtest summaries are reported in mean raw and mean percentage scores. (BS)

**ED 257 871** TM 850 338  
**Manitoba Social Studies Assessment Program**  
 1984. Preliminary Report. Grade 12 Test Data.  
 Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.  
 Pub Date—Jun 84  
 Note—88p.; Small print throughout document. For related documents, see TM 850 331-337.

**Pub Type—Tests/Questionnaires (160)**  
**EDRS Price—MF01/PC04 Plus Postage.**  
 Descriptors—Achievement Tests, Attitude Measures, Curriculum Development, Educational Assessment, Elementary Secondary Education, Foreign Countries, \*Grade 12, Instructional Improvement, \*Social Studies, Student Attitudes, \*Testing Programs, \*Test Results  
 Identifiers—Canada, \*Manitoba

The Social Studies Assessment Program was a province-wide assessment of Social Studies concepts, skills, and attitudes in grades 3, 6, 9, and 12 in Manitoba (Canada) carried out during April, 1984. Designed to provide a profile of student performance on program objectives, the test was administered to a representative sample of students at each grade level. Teachers were given the option of testing additional students. This preliminary report contains the basic results of grade 12 student performance on each test item as well as summary data on subtests where applicable. Its purpose is to provide information for use by classroom teachers in forming judgments about the instructional program. All reported data is based on the provincial sample as a whole, but teachers are encouraged to compare those results to the results of their own students. Each test question is reproduced with the percentage of student sample selecting each option. There are no correct answers for questions in the Value/Attitudes and Social Participation sections. Since questions in the Knowledge and the Thinking and Research categories have correct answers, subtest summaries are reported in mean raw and mean percentage scores. (BS)

**ED 257 872** TM 850 339  
**Muraki, Eiji Engelhard, George Jr.**  
**Affective Outcomes of Schooling: Full-Information Item Factor Analysis of a Student Questionnaire.**

**Pub Date—Apr 85**  
 Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

**Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)—Numerical/Quantitative Data (110)**

**EDRS Price—MF01/PC02 Plus Postage.**  
 Descriptors—Elementary Education, \*Estimation (Mathematics), \*Factor Analysis, \*Item Analysis, \*Latent Trait Theory, Mathematical Models, Outcomes of Education, Psychometrics, Statistical Studies, Test Construction, Test Validity

Recent developments in dichotomous factor analysis based on multidimensional item response models (Bock and Aitkin, 1981; Muthen, 1978) provide an effective method for exploring the dimensionality of questionnaire items. Implemented in the TESTFACT program, this "full information" item factor analysis accounts not only for the pairwise joint frequencies of correct/incorrect responses, but also for additional information in higher order joint frequencies in the sample of dichotomously scored items. This paper illustrates this method's utility by analyzing a questionnaire on affective outcomes of schooling using the expected a posteriori (EAP) method of estimating ability scores. The 40 item questionnaire with four subscales (Punctuality, Honesty, Cooperation, and Curiosity) was developed to measure a set of potential outcomes of schooling's "latent curriculum". A stepwise full-information item factor analysis was performed on data from 700 elementary school students which identified three factors: interpersonal relations, active participation, and studious attitude. The advantages of using EAP scores over the use of raw scores to simplify the interpretation of multivariate analysis of variance where there are fewer concepts to discuss are illustrated. The full information factor analysis is strongly recommended for construct validation in the initial preparation stage of item construction for psychological measurement. (BS)

**ED 257 873** TM 850 340  
**Eckert, Gary**  
**Analyzing and Reporting School District Standardized Test Results.**

**Pub Date—Apr 85**  
 Note—26p.; Paper presented at the National Council on Measurement in Education (Chicago, IL, April 1-4, 1985).

**Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)**

**EDRS Price—MF01/PC02 Plus Postage.**  
 Descriptors—Data Analysis, Effect Size, Elementary Secondary Education, Mathematical Models, School Districts, \*Standardized Tests, Testing Programs, \*Test Interpretation, \*Test Results  
 Identifiers—Tukey (John)

This paper outlines a methodology that school districts can use to enhance the presentation of district-wide testing program results to administrators, school boards, teachers, and the public. Based on John Tukey's two way analysis methodology, it involves fitting this model: test score equals overall plus year plus grade plus cohort plus residual. The method is illustrated by working through the calculations for a small district with six years of test score data in math (mean standard scores for grades 1 through 6 on the Comprehensive Test of Basic Skills). Both graphs and tables are used to summarize effect sizes. The procedure can be used in four-way analyses and for percentile as well as scaled scores. The methodology is also applied to data from a large California school district to illustrate its advantages for presenting clear and meaningful summary results. Although computer technology is indispensable for many aspects of data analysis, these paper and pencil calculations can be done quickly in consulting situations and provide a familiarity with the data which can enable investigative insights. (BS)

**ED 257 874** TM 850 341  
**Francis, Ellen**  
**The Application of Group Analysis to Classroom Discussion.**

**Pub Date—Apr 85**  
 Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

**Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)**

**EDRS Price—MF01/PC01 Plus Postage.**  
 Descriptors—Action Research, Classroom Research, Curriculum Development, Foreign Countries, \*Group Discussion, \*Group Dynamics, Grouping (Instructional Purposes), Inservice Teacher Education, Secondary Education, Teacher Attitudes, \*Teacher Student Relationship  
 Identifiers—Open Systems Theory, \*Scotland (Edinburgh)

The Discussion Development Group (DDG) was established by the Scottish Education Department to facilitate research on process innovation in relation to the new curriculum. The DDG resource unit trained teachers to become associates through an



inservice training program focused on the observation and analysis of discussion group processes. The goals of the associates were to promote the effective management of classroom discussion skills of students. The DDG encouraged teachers to become engaged in action research projects which promoted a model of classroom discussion. An open system approach to learning was used to analyze transcripts of teacher/student interaction from United States classrooms. The open-system approach emphasized: reflecting on the "here and now" experience; providing a framework for self-analysis; and learning which is unique to each group member. The process shapers in classroom discussion were examined. These include physical setting; group composition; leadership style; boundary system; resistance/resonance dynamic; and personal background. Results of the research indicated that the description of educative exchanges was more effectively served by a holistic approach, emphasizing the methodology of pragmatics applied through the model of transactional evaluation. (DWH)

ED 257 875 TM 850 342

Driscoll, Marcy P. *Teacher, Martin*  
Applications of the Concept Tree and Rational Set  
Generator for Coordinate Concept Learning.

Pub Date—85

Note—33p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Aptitude Treatment Interaction, \*Cognitive Processes, \*Concept Teaching, Higher Education, Hypothesis Testing, Literary Devices, Preservice Teacher Education, Pretests Posttests, Reading Ability, \*Retention (Psychology), Secondary Education, Teaching Methods  
Identifiers—\*Concept Tree Method, \*Rational Set Generator

Two studies were conducted to extend the application and explore the parameters of the concept tree and rational set generator instructional design techniques. The first study was conducted with high school English students. Results indicated that students who studied the concept tree performed no differently on the classification tests than students reading the standard text format. This was the case regardless of ability. The observed pattern of results for use of the rational set generator was the exact reverse of the anticipated pattern. The second study involved application of the concept tree and rational set generator to the teaching of behavior management concepts. Junior and senior teacher education students represented an older population with a wide range of ability. Lower ability students were expected to profit by the concept tree presentation of definitions. The concept tree method may be more effective for some types of content than others. The rational set generator might be used to facilitate concept learning. Further research concerning the effectiveness and parameters of the concept tree and rational set generator is recommended. (DWH)

ED 257 876 TM 850 343

Fremer, John J.  
Appropriate Quality Assurance Roles for Professional Associations.

Pub Date—Mar 85

Note—16p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Professional Associations, Professional Continuing Education, \*Quality Control, Standards, Test Construction, Testing Problems, Tests, Test Theory, Test Use

Identifiers—American Educational Research Association, American Psychological Association, National Council on Measurement in Education

The author proposes a greater professional association role in establishing standards for quality assurance in testing. He presents his views as a test developer who dislikes the legal model for resolving professional issues. The use of publications and informational activities to make people aware of the professional standards and how they can be applied is suggested. Professional associations should be-

come actively involved in training and promoting continuing education to familiarize professionals with the new standards and their application. Compliance with standards must be monitored through self-policing, tribunals, consultation-arbitration, complaint inventory/reporting, or facilitators. The National Council on Measurement in Education, American Educational Research Association, and the American Psychological Association could expand their roles in quality assurance in test development and use with these suggested methods. (DWH)

ED 257 877 TM 850 344

Brennan, Mervin M. *Redding, Kenneth R.*  
Are Teachers Good Predictors of School Level or  
Statewide Level of Student Performance?

Pub Date—4 Apr 85

Note—46p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Data Analysis, Elementary Secondary Education, Predictive Validity, Rating Scales, State Programs, Student Evaluation, \*Teacher Attitudes, Teachers, \*Testing Programs, Test Items, \*Test Validity

Identifiers—Curricular Validity, \*Illinois Inventory of Educational Progress, \*Teacher Surveys

A Teacher Survey was developed for administration to Illinois teachers whose students take the Illinois Inventory of Educational Progress (IIEP). The IIEP are the achievement tests of the state assessment program. The purposes of the Teacher Survey range from determination of a test's curricular validity to investigations of teachers' abilities to predict student performance. Teachers were asked to respond to these four questions concerning items on the IIEP: (1) To what extent have students been exposed to the content of this item? (2) How well does this item measure the content you are teaching? (3) How difficult is this item? and (4) What percentage of your students will get this item correct? Means analysis and inspection were performed on the data. Comparisons were made between the teachers' predictions and student performance on each item. In regard to the original four questions, the data indicated that the tests had curricular validity, evidenced content validity, and were of easy to moderate difficulty level. However, research on the Teacher Survey is very incomplete. The present data indicate that an individual teacher's estimates at a level greater than his/her own students are more likely to be in error than to be accurate. Several tables showing teacher underestimates and overestimates and standard deviations are included. (DWH)

ED 257 878 TM 850 347

Brown, William J., Jr.  
Challenges in Implementing a Statewide Testing Program.

Pub Date—Mar 85

Note—6p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Disabilities, Elementary Secondary Education, Minimum Competency Testing, \*Program Implementation, Standardized Tests, \*State Programs, Statewide Planning, \*Testing Programs, Test Selection

Identifiers—\*North Carolina

Several of the major considerations involved in implementing a statewide testing program are discussed. The test results provide information which influences the educational enterprise in matters of curriculum, instruction, guidance, and accountability. Tests to be used in an assessment program must be developed by the administering agency when commercially published tests are inappropriate. North Carolina administers the same test battery statewide. This requires uniformity in basic aspects of the curriculum. The problems inherent in test selection for the program are discussed, as well as the challenges of testing special populations. Testing modifications are made for blind and deaf students, as well as those students with other handicapping conditions. States face the challenge of creating a positive interface between students and

teachers to correlate instruction with testing. (DWH)

ED 257 879 TM 850 348

Nogge, Nelson L.  
The Changing Nature of Technical Assistance.

Pub Date—Apr 85

Note—22p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Agents, \*Compensatory Education, \*Educational Change, Educational Policy, \*Education Service Centers, Elementary Secondary Education, \*Federal Programs, Inservice Teacher Education, Program Evaluation, Program Implementation, School Districts, State Departments of Education, \*Technical Assistance

Identifiers—Education Consolidation Improvement Act Chapter 1, Elementary Secondary Education Act Title I, Havelock (Ronald G), \*Technical Assistance Centers, Title I Evaluation and Reporting System

The changing nature of technical assistance activities and evaluation for compensatory education programs was discussed. The emphasis is on the Education Consolidation and Improvement Act (ECIA) Chapter 1 Technical Assistance Centers (TAC) and their clients. Improvement of school practices demands that the technical assistance process be developed and implemented based on a thorough understanding of how to produce educational change. Ronald G. Havelock's models for educational change, and the change agents' impact on clients, were explained. Stimulators of technical assistance include educational policy, policy interpretation, policy implementation, self-preservation of evaluation staff, and technical experts. The recipients of technical assistance are state and local education agency personnel. The changes in content and style of service delivery may be categorized according to: (1) the changing focus of the federal government, (2) the changing needs of state and local education agencies, and (3) the growing expertise and experience of the TACs. The future of TACs was examined in terms of these categories also. (DWH)

ED 257 880 TM 850 349

McClintock, Charles  
Clarifying Information Needs for Program Evaluation.

Pub Date—Mar 85

Note—30p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, \*Administrator Attitudes, Administrators, Decision Making, Evaluation Methods, \*Evaluation Utilization, \*Information Needs, \*Information Sources, Information Utilization, Program Evaluation, Surveys

Identifiers—Mail Surveys

Several contextual factors were investigated related to the information needs of educational administrators. In a survey of 119 administrators, the following issues were studied: (1) varying preferences for different information sources; (2) the effects on preferences for information sources of different decision or program development tasks; (3) demands for accountability; and (4) program uncertainties. Major findings were that administrators generally found information from verbal sources (conversations with staff) more useful for program development than information from analytic sources (structured evaluations). Analytic information was most useful for administrators when demands for accountability and program certainty were at high levels. Future research should focus on evaluation methods that link the compensatory strengths of verbal and analytic sources of information. (Author/DWH)

ED 257 881 TM 850 351

Thompson, Bruce  
Coding and Commonality Analysis: Non-ANOVA  
Methods for Analyzing Data from Experiments.

Pub Date—Nov 84

Note—21p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November, 1984).  
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Variance, Aptitude Treatment Interaction, Comparative Analysis, \*Educational Research, Regression (Statistics), \*Research Methodology, \*Statistical Analysis  
Identifiers—Coding Theory, \*Commonality Analysis

The advantages and disadvantages of three analytic methods used to analyze experimental data in educational research are discussed. The same hypothetical data set is used with all methods for a direct comparison. The Analysis of Variance (ANOVA) method and its several analogs are collectively labeled OVA methods and are evaluated. Regression coding analysis is conducted by entering the five coding column predictor variables into a stepwise multiple regression analysis to predict the dependent variable. Regression coding represents OVA analyses a regression equation. Commonality analysis focuses attention on effect size estimates for experimental, aptitude, and other independent variables. Results suggest that commonality analysis can be usefully employed in research studies in education, especially when aptitude-treatment interaction studies are involved. (DWH)

ED 257 882

TM 850 352

Smith, Jana Kay  
Cost Analysis at the Local Level: Applications and Attitudes. Paper and Report Series No. 103. Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.  
Spons Agency—National Inst. of Education (ED), Washington, DC.  
Pub Date—Nov 84

Contract—400-80105

Note—37p; For study of cost analysis at state education agencies, see TM 850 353.

Pub Type—Tests/Questionnaires (160) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Measures, \*Cost Effectiveness, Educational Trends, Elementary Secondary Education, Evaluation Methods, \*Evaluators, \*Program Attitudes, \*School Districts, School Surveys, Test Construction  
Identifiers—Evaluation Research

This study reports the results of a survey sent to 67 metropolitan school district evaluators. The survey assessed past and anticipated conduct of cost analysis methods, as well as attitudes toward the use of these methods. The instrument used contained many items taken from a survey instrument used in a previous study of cost analysis methods at state education agencies. Results indicated that the number of school district evaluation units required to conduct some type of cost analysis study is expected to increase over 50 percent in the next five years, as well as an anticipated increase in all five types of cost studies (cost description, cost feasibility, cost utility analysis, cost benefit analysis, and cost effectiveness analysis). The major impediments to using these methods were: (1) results are not complete; (2) they do not help improve program operations; (3) outcome data are usually not available; and (4) institutional requests for cost studies are insufficient. A separate attitudinal scale for cost-effectiveness methodology also revealed methodological impediments. However, the data suggest that as the number of cost analysis studies increases, the evaluators' attitudes toward these methods may become more positive. Appendices contain samples of survey letters and the survey instrument itself. (DWH)

ED 257 883

TM 850 353

Smith, Nick L. Smith, Jana Kay  
Cost Analysis in Educational Evaluation. Paper and Report Series No. 100. Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.  
Spons Agency—National Inst. of Education (ED), Washington, DC.  
Pub Date—Sep 84

Contract—400-80105

Note—69p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adoption (Ideas), \*Cost Effectiveness, Elementary Secondary Education, Evaluation Methods, Evaluators, National Surveys,

\*Program Costs, \*Program Evaluation, Questionnaires, Research and Development Centers, \*State Departments of Education, State of the Art Reviews

Identifiers—Evaluation Problems, \*Evaluation Research

This report provides evidence on the amount and types of cost analysis activities currently done in educational evaluation. The results of three studies undertaken to document the actual use of cost methods are discussed. The first study is a review of cost studies conducted in health evaluation. The second study examines all cost studies conducted by an educational research and development firm over a 5-year period (1977-1982). The final study is a national survey of all evaluation units in state departments of education. The results of these studies indicate that although some cost work is being done, it is simpler and more descriptive than the sophisticated, comparative approaches advocated in the literature. The results of the studies are reviewed in terms of knowledge transfer theory to explain why some of the impediments to the use of cost procedures may be arising and to suggest methods to overcome these impediments. Appendices contain materials from the national survey of state education agency evaluation units, including the survey instrument used. (DWH)

## UD

ED 257 884

UD 024 095

Malcolm, Shirley M. And Others  
Equity and Excellence: Compatible Goals. An Assessment of Programs That Facilitate Increased Access and Achievement of Females and Minorities in K-12 Mathematics and Science Education.

American Association for the Advancement of Science, Washington, DC. Office of Opportunities in Science.

Spons Agency—National Science Foundation, Washington, DC. National Science Board Commission on Precollege Education in Mathematics, Science and Technology.

Report No.—AAAS-84-14

Pub Date—Dec 84

Contract—CPC-8307874

Note—73p; Printing and dissemination supported by the Ford Foundation.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Awareness, Career Education, \*Disabilities, Educational Improvement, Elementary Secondary Education, \*Engineering Education, Equal Education, Government Role, \*Mathematics Education, \*Minority Group Children, Program Evaluation, \*Science Education, \*Womens Education

Identifiers—\*Intervention Education

Precollege programs for alleviating the severe underrepresentation of American Indians, Blacks, Mexican Americans, Puerto Ricans, the disabled, and/or women in scientific and engineering professions are evaluated in this document. Both the quantity and quality of programs are assessed, and criteria for exemplary programs articulated. The results of mail questionnaires to the relevant groups are tabulated and a synthesis provided of the results in terms of: (1) the nature of exemplary programs; (2) the kinds of schools involved; (3) curriculum and teaching; (4) parent involvement; (5) and (6) the role of museums, colleges, and universities; (7) business and industry sponsorship; (8) informal learning procedures (television); (9) new technology (computers); and (10) bridge programs. A breakdown is offered of the needs and success rates of the different groups: women; the disabled; and minorities. Cases in which intervention efforts for women and/or minorities have been institutionalized are also examined, in addition to causes for concern isolated by project directors. Specific recommendations are addressed to: (1) the Federal government; (2) State and local government; (3) colleges and universities; (4) business and industry; (5) community organizations and professional societies; and (6) program implementers. A sample survey form is provided. Appendices include the detailed work plan for the study, survey form and results for science camps/computer camps, and lists of programs responding to the intervention survey and of programs visited during the study. (RDN)

ED 257 885

UD 024 110

Christiansen, Juliette M. And Others  
West Indians in Toronto. Implications for Helping Professionals.

Family Service Association of Metropolitan Toronto (Ontario).

Pub Date—[82]

Note—169p; Project was funded by the Ministry of Citizenship and Culture, Citizenship Development Branch, Wintario and the United Community Fund.

Available from—Publications Services Section, 5th Floor, 880 Bay St., Toronto, Ontario, Canada M7A 1N8 (Can \$5.00 per copy).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Black History, Counselor Attitudes, \*Counselor Client Relationship, \*Counselor Role, \*Cultural Background, Disadvantaged, Ethnicity, Family Role, Foreign Countries, \*Immigrants, Migrant Programs, Migration, Minority Groups, Negative Attitudes, Program Implementation, Racial Discrimination, Religion, Self Concept, Slavery, Social Differences

Identifiers—\*Canada, Magic, \*West Indians

A product of the three-year West Indian Project of the Family Service Association in Toronto, this book seeks to share with helping professionals insights into Caribbean cultures and some significant issues that impede or facilitate working with West Indians. The first chapter outlines the historical development of the Caribbean, focusing on the social and psychological effects of slavery that have lingered long after emancipation. The second chapter describes the social and cultural background of the West Indies, stressing the racial diversity and the close links between class and color. The characteristics of the various classes and the role of family structures are also discussed. The third chapter outlines the factors motivating the mass migration from the Caribbean during the late 1960s and early 1970s and discusses the crisis effects of migration. In the fourth chapter effective methods of engaging the West Indian client in counselling are outlined, notably methods of explaining the process to the client and of helping him/her overcome negative self-concepts, fatalism, dependency, and hostility. The role of religion and magic is also discussed. The final section describes the West Indian Project in terms of: (1) project implementation; (2) location; (3) client demographics; (4) presenting problems; (5) associated problems; (6) children; (7) category of service at termination; and (8) professional implications. (RDN)

ED 257 886

UD 024 117

Luce, Patsina  
The Educational Needs of American Samoan Students.

Pub Date—15 Mar 85

Note—15p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Cultural Differences, Dropouts, \*Educationally Disadvantaged, Educational Opportunities, Elementary Secondary Education, English (Second Language), Immigrants, \*Intercultural Communication, \*Limited English Speaking, Minority Groups, Poverty, \*Samoan Americans, United States History

Data on the status of Samoan students reveal that they suffer severe educational deprivation in many areas. This deprivation is obscured and often exacerbated by grouping data on Pacific Islanders with that on the comparatively more successful, more numerous, culturally very different and generally more urbanized Asian American groups. While early American Samoan migrants were economically successful, economic shifts and downturns have led to the disappearance of employment opportunities, especially for the large numbers who do not possess adequate educational skills. The particular educational problems facing American Samoan communities are: (1) limited English proficiency skills; (2) the isolation of American Samoan communities from the schools their children attend, exacerbating poor communication between teachers and parents; (3) a profound cultural barrier; (4) a lack of knowledge of Pacific Island culture among local educational agencies and teachers; and (5) lack of technical curriculum support for schools and school districts with large Samoan enrollments. These problems lead to a high dropout rate from

high school, a very small percentage of Samoans reaching and completing college, and a poor overall level of scholastic performance at all grade levels. (RDN)

**ED 257 887** UD 024 128  
Pre-Planning Guide for 1983-84 School Year.

Chicago Public Schools.

Chicago Board of Education, Ill.

Pub Date—Jun 83

Note—45p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Objectives, Elementary Secondary Education, \*Needs Assessment, \*Planning, School Administration, School Funds, \*School Policy, Scores

Identifiers—Chicago Public Schools II.

The purpose of this guide is to assist principals of Chicago Public Schools in preparing for the 1983 Academy for Effective Schools and in tailoring 1983-84 school objectives and action plans to meet the needs of their local schools. Included in this booklet are: (1) a statement of possible instructional and attendance goals for 1983-84; (2) a description of how to conduct a needs assessment; (3) a description and a sample of printouts which the principal can use to obtain information on the achievement of each child and the distribution of students by grade; (4) a set of guidelines for coordinating Chapter I, Special Education, State Title I, Chapter II, Bilingual, and Equal Employment Opportunity programs with the school curriculum; (5) sample action plans for elementary and high schools; and (6) an action plan checklist. (KH)

**ED 257 888** UD 024 140

Bombas, Leonidas C.

Greek Day Education in and around Montreal: The

Case for a Greek Trilingual High School.

Hellenic Psychological and Pedagogical Inst. of Montreal (Quebec).

Pub Date—Jan 85

Note—79p.

Pub Type—Historical Materials (060) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bilingualism, \*Day Schools, \*Educational History, Elementary Secondary Education, Ethnic Groups, Foreign Countries, French, Greek, \*High Schools, Language Maintenance, \*Outcomes of Education, \*School Community Relationship

Identifiers—\*Greeks, \*Quebec (Montreal)

The history of the education of Montreal's Greek population is traced in this report, which is partly intended to act as a stimulus for future planning and development. Six chapters contain, respectively: (1) a history of Greek day education in and around Montreal, from its origin in 1910 with the founding of the "Pisto" school to its securing of the financial support of the Quebec government in the 1970s; (2) a discussion of the outcomes of Greek day schooling (which are said to be generally excellent); (3) a brief note on the educational advantages of bilingualism and cultural maintenance programs; (4) an argument favoring the establishment of a (trilingual) Greek day high school; (5) the results of a survey of 118 Greek-origin individuals on the establishment of such a school to serve Montreal's Greek community; and (6) a summary of major conclusions. The report concludes with a selected bibliography of literature on Canada's Greeks. (KH)

**ED 257 889** UD 024 163

Operation Success: Sponsored by the New York State Education Department. A Cooperative Program of Federation Employment and Guidance Service, the New York City Board of Education and the United Federation of Teachers. Evaluation Report, Year Ending June 30, 1983.

City Univ. of New York, Flushing, N.Y. Queens Coll.

Spons Agency—New York State Education Dept., Albany.

Pub Date—Feb 84

Note—222p.; Prepared by CUNY's Center for Labor & Urban Programs, Research & Analysis.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Attendance, Dropout Characteristics, \*Dropout Prevention, Dropout Programs, \*Dropouts, Economically Disadvantaged, Employment Programs, Enrollment, High Risk Students, High Schools, Parent Attitudes, \*Potential Dropouts,

Program Development, \*Program Effectiveness, Program Evaluation, Services, Student Attitudes

Identifiers—\*New York (New York), \*Operation Success

Operation Success is a pilot project funded by the New York State Education Department to provide support services to high school dropouts and potential dropouts. It offers programs, including employment programs, intended to develop skills, self-awareness and self-direction, encourage career goals, and develop appropriate attitudes toward the world of work. In its first year (1982-83), Operation Success provided in-school, supplementary services to 1,764 New York City students at three separate schools. At year's end, 93 percent of the participants were still enrolled (or had graduated), and the program had managed to bring 232 dropouts back to school. Moreover, the program's success had had a "spillover effect" within the participating high schools: their total attendance increased by 4 percent, and enrollment at the three schools rose 10 percent (compared with an 8 percent decline in the prior year). Operation Success resulted in major changes in students' attitudes toward school and teachers, and these shifts in attitude were reflected by positive changes in parents' feelings toward the schools. (The narrative portion of this evaluation report is followed by appendices containing 48 statistical tables, feedback from the high schools, and labor market information for New York City.) (KH)

**ED 257 890** UD 024 183

Fourth Seminar on Adaptation and Integration of Permanent Immigrants (Geneva, Switzerland, May 8-11, 1979).

Intergovernmental Committee for European Migration, Geneva (Switzerland).

Pub Date—79

Note—261p.

Journal Cit—International Migration, v17 n1-2, 1979

Language—English; French; Spanish

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—\*Acculturation, \*Adults, Biculturalism, Child Neglect, \*Children, Child Welfare, Cultural Background, Cultural Isolation, Culture Conflict, Educational Policy, Elementary Secondary Education, Foreign Nationals, \*Immigrants, Living Standards, Parent Child Relationship, Political Attitudes, \*Refugees, School Guidance, Second Language Learning, \*Social Integration, Undocumented Immigrants, Unemployment, Work Environment

This document contains working papers prepared for a seminar on Adaptation and Integration of Permanent Immigrants, along with general and specific recommendations formulated by seminar participants. Conclusions and recommendations from each paper are presented in English, French, and Spanish; the conference papers themselves are presented only in English and are as follows: "The Situation of Children of Migrants and their Adaptation and Integration in the Host Country, and their Situation in the Country of Origin" (W.A. Dumon); "Education of Migrant Children, Including Guidance and Language Training" (G. Falck); "Sociopsychological Problems of Migrants' Children and Cultural Conflicts" (A. Eppink); "Problems Concerning Clandestine Migrant Children" (G. Rochau); "The Situation of Migrant and Refugee Children in Relation to the United Nations Declaration of the Rights of the Child" (E. Underhill); "Resettlement in the United States of Unattached and Unaccompanied Indochinese Refugee Minors (1975-78) by Lutheran Immigration and Refugee Service" (I. Walther); "Consultative Participation and the Role of Immigrants' Associations in Relation to the Country of Origin and the Host Country" (M.C. Castro Almeida); "The Migrant's Participation in the Political Life of his Country of Origin in the Context of his Integration" (J. Cases Mendes); "Participation of Migrants in the Political Life of their Country of Origin in the Context of their Adaptation (with Special Consideration of the Situation in Turkey)" (H. Pekin); "The Preservation of Immigrant Cultures" (D. Storer); and "Preservation of the Immigrants' Culture and Sharing of Cultural Values" (I.K. Lindemeyer). The document ends with a list of all information documents submitted by governments and international organizations, and a list of participants. (RDN)

**ED 257 891** UD 024 188

*Friz, Ann-Margret*

Policies for Minority Education. A Comparative Study of Britain and Sweden. Studies in Comparative and International Education, No. 7. Stockholm Univ. (Sweden). Inst. of International Education.

Report No.—ISBN-91-85966-06-1

Pub Date—82

Note—198p.; Doctoral Dissertation, University of Stockholm, Sweden.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Bilingual Education, Cross Cultural Studies, \*Educational Policy, Elementary Secondary Education, Foreign Countries, \*Immigrants, \*Language Planning, \*Minority Group Children, Multilingualism, Resource Allocation

Identifiers—Immigration, \*Sweden, \*United Kingdom

This document examines and compares how policies for minority education in Great Britain and Sweden have developed over the last 25 years. The term "policy" is used here broadly and includes not only central but also regional decisions, and written documents as well as administration, interpretation, and application of policies. The research shows that during the initial stage the authorities in both countries encouraged immigration and only later realized the implications for the education system. Both countries have emphasized the acquisition of the majority language by the minorities. In Sweden, the role of the mother tongue in education is a major issue and all children are entitled to mother tongue teaching. In Great Britain, however, the mother tongues of the minorities have normally not been included in the curriculum, although some projects have started during the last few years. Multicultural aspects of education for all children have been more emphasized in Great Britain than in Sweden. Within the devolved British education system local policy patterns have developed differently, whereas in Sweden the policy pattern is more uniform. And finally, a trend toward policies for minority education on a supranational level in Europe has been observed in the European Economic Community Directive on education of migrant workers' children. (KH)

**ED 257 892** UD 024 217

Paz, Ruth

Project Education and Community Development.

Ofakim-Israel. Summary Report on Project Operations, 1977-1983.

Negev Regional Coll. Hof Ashkelon (Israel). Inst. for Education and Community Development.

Pub Date—Jan 85

Note—136p.

Available from—Institute for Education and Community Development, Negev Regional College, D.N. Hof Ashkelon, Israel 79165.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Community Change, Community Cooperation, \*Community Development, \*Community Education, Community Involvement, Elementary Secondary Education, \*Family School Relationship, Foreign Countries, Kindergarten, Parent Education, Parent Participation, Program Descriptions, \*Program Development, Program Evaluation, \*Program Implementation, \*School Community Relationship, Staff Development, Teacher Education

Identifiers—\*Israel

The progress of a foundation-supported community intervention in Israel is traced from the moment of its conceptualization in 1976 to its final adoption in 1983 by the community in which it grew and developed. Part I, "The Story of a Project," is divided into ten sections, of which the first three describe the project setting, its background and origins, and its beginnings. The fourth section describes project operations in the first phase, 1978-80: (1) neighborhood-based community education programs; (2) a community school project; (3) parent involvement in the kindergarten; (4) clinic play corners; (5) a home-intervention program; and (6) training local women as paraprofessional counsellors. The fifth section reports on re-appraisals of the project at the end of the first phase and the directions decided on for the second. Next, the operations in the second phase (1981-83) are described: (1) neighborhood family centers; (2) an early childhood resource center; (3) parent education and play corners in the clinics; (4) a home-intervention program; (5) a program for teen-



age girls; (6) a tutorial program; and (7) staff training. The remaining four sections in Part 1 deal with the phasing out of the foundation-supported structure and the assumption of responsibility by the community. The state of the project a year later is also reported on. Part 2 discusses intervention for social change as a dynamic process and Part 3 addresses the general problems of a community intervention in Israel and then analyzes the Ofakim intervention as a case in point. Appendices contain the abstract of a summative evaluation report on the project and a list of publications related to the project. (RDN)

ED 257 893

UD 024 222

Mendelievich, Elias, Ed.

Children at Work.

International Labour Office, Geneva (Switzerland).

Report No.—ISBN-92-2-102072-X

Pub Date—80

Note—181p.

Available from—International Labor Office, Washington Branch, 1750 New York Avenue, N.W., Washington, DC 20006 (\$12.85 per copy).

Pub Type—Books (010)—Reports—Descriptive (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Child Labor, Children's Rights, Child Welfare, Cultural Background, \*Elementary Secondary Education, Employer Employee Relationship, \*Employment Patterns, Employment Statistics, \*Foreign Countries, \*Labor Legislation, \*Living Standards, Occupational Safety and Health, Parent Child Relationship, Poverty, Psychological Patterns, Unemployment, Unskilled Workers, \*Work Environment

Identifiers—Africa, Asia, Europe (South), \*International Labour Office, Latin America

The aim of this book is to examine the problem of child labor in various parts of the world: to make the phenomenon known, to analyze its causes, and to propose possible solutions. In Part I (by Elias Mendelievich), an introduction first outlines the problem. Chapter 2 examines pertinent international and national legislation and the International Labour Office's (ILO's) work in this area. Chapter 3 describes the extent of child labor, the types of employment relationship, and the dominant sectors of activity. Chapter 4 addresses working conditions and environment, and chapter 5 examines children's living conditions and the effects of labor on the child. Chapter 6 discusses problems of education and training, and chapter 7 makes recommendations for improving the working and living conditions of child workers and for eventually eliminating child labor. Part II (chapters 8 to 17) presents monographs dealing with aspects of child labor in 10 countries in Africa, Latin America, Asia, and Southern Europe (Argentina—Center for Labor Studies and Research; Greece—Theodoros Pappas, Sofia Spiliotopoulos; India—K.D. Gangrade; Indonesia—F. Soeranto; Italy—Elias Mendelievich; Mexico—Graciela Benasua; Nigeria—Ben E. Ukpa; Pakistan—Sabeeha Hafeez; Peru—Rene Rodriguez Heredia; Thailand—Benjamas Prachanhadee and Others). Appendices contain ILO Convention (No. 138) concerning Minimum Age for Admission to Employment; Recommendation (No. 146) concerning Minimum Age for Admission to Employment; information received from governments of member states on implementing these international recommendations; a declaration concerning the International Year of the Child by ILO's Director-General; the International Labor Conference's resolution concerning the elimination of child labor; commentary on reproduced photographs; and suggestions for further reading. (RDN)

ED 257 894

UD 024 231

Summit II: A Call to Action in Support of Black Single Mothers. Proceedings of Thirty-four of Thirty-eight Conferences Sponsored by Delta Sigma Theta Society, Inc.

Delta Sigma Theta Sorority, Inc., Washington, DC. Pub Date—84

Note—84p.

Pub Type—Collected Works—Proceedings (021)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Black Family, \*Black Mothers, \*Black Organizations, \*One Parent Family, \*Organizational Objectives, \*Social Networks, Social Services, \*Social Support Groups

Identifiers—\*Delta Sigma Theta Sorority

The proceedings of 34 workshops held to consider ways of solving the problems of black single moth-

ers, held in 1984 in different cities, are collected in this report. All of the workshops were part of Delta Sigma Theta Sorority's pilot program, "Summit II: A Call to Action in Support of Black Single Mothers," an effort to strengthen the network of black women's organizations in an attempt to link single mothers with appropriate agencies and services. In addition to presenting the recommendations and highlights of each workshop, information on the racial demography of each summit city and on the logistics of each workshop are provided, along with lists of workshop topics and agencies represented. The findings of workshops conducted in these cities are summarized: Auburn, Alabama; Mobile, Alabama; Montgomery, Alabama; Phoenix, Arizona; Los Angeles, California; Dover, Delaware; Wilmington, Delaware; Washington, DC; Fort Lauderdale, Florida; Atlanta, Georgia; Columbus, Georgia; Chicago, Illinois; East St. Louis, Illinois; New Orleans, Louisiana; Baltimore, Maryland; College Park, Maryland; Detroit, Michigan; Minneapolis-St. Paul, Minnesota; Jackson, Mississippi; Kansas City, Missouri; St. Louis, Missouri; Charlotte, North Carolina; Cleveland, Ohio; Toledo, Ohio; Oklahoma City, Oklahoma; Pittsburgh, Pennsylvania; Columbia, South Carolina; Memphis, Tennessee; Nashville, Tennessee; Houston, Texas; Newport News, Virginia. The report begins and ends with statements from leaders of Delta Sigma Theta. (KH)

ED 257 895

UD 024 233

Gill, Wanda E.

Urban Education: Strategies for Change.

Pub Date—[85]

Note—16p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Change Strategies, Cooperative Planning, Economically Disadvantaged, Educational Change, Educational Environment, Elementary Secondary Education, Equal Education, \*Failure, Intelligence Tests, Minority Group Children, Organizational Climate, Public Schools, Racial Discrimination, Reading Skills, Teacher Education, \*Urban Education, Youth Employment

The term "urban education" generally refers to that education provided in inner-city schools for mainly poor and minority students. Although billions of dollars have been spent on special programs to upgrade the achievement levels of such students, urban education must be regarded as a failure, for it has left its participants without the reading, writing, listening, math, and science skills necessary for access to higher education or employment. Discrimination is evident throughout urban schools, and is shown by, or aggravated by, faulty planning, lack of interagency planning, outdated teacher and administrator training, piecemeal reform, the shortcomings of community control, and racist attitudes toward intelligence tests. Urban education can work, however, if positive attitudes and respect for diversity are coupled with the following strategies for change: coordinated planning, updated management systems, audiovisual aids, self-instructional centers, academic performance contracting for teachers, exposing youngsters to educational and cultural activities, changes in IQ testing and teacher training, curriculum reform, legal action, and self-help. (RDN)

ED 257 896

UD 024 235

Fischer, Sara L.

Relationship between Culture and Youngsters'

Formation of Equivalences in Urban and Rural

Argentina and in New York City.

Pub Date—[85]

Note—32p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Cross Cultural Studies, \*Cultural Differences, Elementary Secondary Education, Foreign Countries, \*Rural Urban Differences, Rural Youth, Urban Youth

Identifiers—Argentina, \*Equivalence Formation, New York (New York)

This study analyzed the relationship between urban and rural cultures and subjects' selection of attributes and groupings in a task of equivalence formation. Participants were 236 subjects, ages 6, 12, and 17, from rural and urban Argentina and from New York City. Subjects were administered an Equivalence Task consisting of two arrays of stimuli. Rural youngsters used less functional attributes and superordinate groupings than urban youngsters,

at all ages. The performance of the urban youngsters in both cultures is significantly different in some aspects of the task; yet, they are closer to each other than either one is to the rural Argentinians. It would appear that some cultural factors, such as patterns of communications between the adults and children in the rural community, and the amount of schooling, among others, may partially explain some of the differences in the performances of rural and urban subjects. (Author)

ED 257 897

UD 024 237

Cox, Euola And Others

Teacher and School Effectiveness: Instructing Minority Children.

Pub Date—Mar 85

Note—24p. Paper presented at the Annual Meeting of the American Association of School Administrators (Dallas, Texas, March 1985).

Pub Type—Guides—General (050)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Administrator Role, Cultural Awareness, \*Cultural Pluralism, Curriculum Development, \*Educational Environment, Educational Improvement, Elementary Secondary Education, Equal Education, Ethnic Groups, Low Income Groups, \*Minority Group Children, Student School Relationship, \*Teacher Role

Identifiers—\*Culturally Different Students, \*Instructionally Effective Schools

One of the most important correlates of an instructionally effective school is its climate. Effective schools have an atmosphere that denotes a safe and orderly environment, without being oppressive and where conditions exist that are conducive to learning. The Association for Supervision and Curriculum Development has identified a set of questions to be used in the assessment of school climate, climate being broadly defined here to cover academic emphasis, orderly environment, and expectations for success. The questions are grouped to indicate the contributions of each set of participants in a healthy school: students, teachers, and principals. In the pluralistic public schools of today, the challenge is to create a school climate that recognizes and validates the presence of each ethnic or cultural group within the school. It is vital that teachers and principals avoid two assumptions about culturally different learners: (1) that they are able to abandon their values, traditions, language, and behaviors when they enter the school; and (2) that they feel truly part of the school when it fails to acknowledge their heritage, portrays them as a conquered people, offers few role models, and provides few professional commitments to the advancement of the culturally different. (The remainder of the paper outlines the role of the principal and the teacher within multicultural educational environments, and offers special advice on instructing students of low socioeconomic status.) (KH)

ED 257 898

UD 024 250

Taylor, Jerome Brown, Anita

Mistrust: Types, Antecedents, Implications.

Spons Agency—National Inst. of Mental Health

(DHHS), Rockville, Md.

Pub Date—28 Aug 84

Grant—1-RO1-MH26754

Note—12p. Paper presented to the Symposium on Mistrust of Whites Among Minorities, American Psychological Association Convention (August 28, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Black Attitudes, Cultural Interrelationships, Interpersonal Relationship, Racial Attitudes, \*Racial Relations, Social Psychology, \*Social Theories

Identifiers—\*Trust

Theories for explaining intercultural mistrust—the mistrust of Whites by Blacks—and intracultural mistrust—the mistrust of Blacks by Blacks—are the focus of this paper. Three basic claims are made: (1) mistrust is a derivative rather than a primary construct; (2) both intercultural and intracultural mistrust are related to structural aspects of Black consciousness; and (3) intercultural and intracultural mistrust are spuriously and complexly related through the relations of each to patterns of Black consciousness. A theoretical model for understanding the variations in affiliation and control within interpersonal relations is presented that locates the trust/mistrust construct within a broad theoretical context supported by empirical research, and that relates to a

network of other constructs which can guide the development of future studies. This model provides the basis for understanding variations in trust and mistrust and suggests the means through which trust and mistrust can be altered through the redistribution of affiliation and control. (KH)

ED 257 899 UD 024 252

**Desegregating the Los Angeles Unified School District: First Simulation Series. Volume I.** Hamilton, Rabinovitz and Szanton, Inc., Los Angeles, CA.

Spons Agency—California State Superior Court, Los Angeles.

Pub Date—Nov 79

Note—640p; For related document, see UD 024 253.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF03/PC26 Plus Postage.

Descriptors—Computer Simulation, Desegregation Methods, \*Desegregation Plans, Elementary Secondary Education, Feasibility Studies, Magnet Schools, Migration, \*Program Effectiveness, \*Program Evaluation, \*School Desegregation, Voluntary Desegregation

Identifiers—Los Angeles Unified School District CA

The results of computer simulations of each of 17 variations on 4 prototypical desegregation plans applied to the Los Angeles Unified School District (LAUSD) are reported in this document. The prototypes, each representing a category of proposals offered at one point or another during the litigation of the desegregation issues are: (1) an all-voluntary plan; (2) a mixed voluntary-mandatory plan; (3) a multi-ethnic plan (in which students of one race or ethnicity would never comprise more than 20% of a school's enrollment); and (4) an area resource utilization plan. Part 1 describes the purpose of the project (which was begun at the direction of the Superior Court of California) and outlines study questions and major constraints on the simulation process. Part 2 summarizes the methods and analytic constructs by which the projections were prepared, and Part 3 describes the demographic backdrop against which the simulation was conducted, including a projection of the racial/ethnic profile of the LAUSD that would exist if the question of a court-ordered desegregation plan involving mandatory pupil transportation had never arisen. Parts 4-7 present the projections for each variation of each prototypical plan. Findings are summarized in Part 8, and ways of improving the data base upon which the projections are based are outlined in Part 9. (KH)

ED 257 900 UD 024 253

**Desegregating the Los Angeles Unified School District: Second Simulation Series. Volume I.** Hamilton, Rabinovitz and Szanton, Inc., Los Angeles, CA.

Spons Agency—California State Superior Court, Los Angeles.

Pub Date—Apr 80

Note—575p; For related document, see UD 024 252.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors—Computer Simulation, Desegregation Methods, \*Desegregation Plans, Elementary Secondary Education, Feasibility Studies, Magnet Schools, Migration, \*Program Effectiveness, \*Program Evaluation, \*School Desegregation, Voluntary Desegregation

Identifiers—Los Angeles Unified School District CA

This document reports the results of computer simulations of each of 19 variations on 4 prototypical desegregation plans applied to the Los Angeles Unified School District (LAUSD). Each prototype represents one of the following categories of proposals offered during the litigation of the desegregation issue in the California courts: (1) an all-voluntary plan; (2) a mixed, voluntary-mandatory plan; (3) a multi-ethnic plan (in which students of one race or ethnicity would never comprise more than 20% of a school's enrollment); and (4) an all-mandatory prototype. (The variations in this series were requested by parties to the litigation after presentation of an earlier series of reporting the results of 17 other variations on 4 types of plans.) Part 1 describes the purpose of the project (which was begun at the direction of the Superior Court of California) and outlines study questions and major constraints on the simulation process. Part 2 summarizes the methods and analytic constructs by which the projections

were prepared, and Part 3 describes the demographic backdrop against which the simulation was conducted, including a projection of the racial/ethnic profile of the LAUSD that would exist if the question of a court-ordered desegregation plan involving mandatory pupil transportation had never arisen. Parts 4-7 present the projections for each variation of each prototypical plan. Findings are summarized in Part 8 and comparisons are made with the findings of the first series of simulations. An appendix discusses whether whites left the LAUSD during 1976-77 and 1977-78 in response to the arrival of Permit With Transportation pupils (voluntary transferees) at their schools. (KH)

ED 257 901 UD 024 256

**Rogler, Lloyd H. Cooney, Rosemary Santana**

**Puerto Rican Families in New York City: Intergenerational Processes.**

Fordham Univ., Bronx, N.Y. Hispanic Research Center.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.

Report No.—ISBN-0943862-25-6

Pub Date—84

Grant—2P01-MH-30569-06A1

Note—210p; Monograph No. 11 of the Hispanic Research Center's Monograph Series.

Available from—Waterfront Press, 52 Maple Ave., Maplewood, NJ 07040 (\$9.95 Paperbound—ISBN-0-943862-25-6; \$19.95 clothbound—ISBN-0-943862-24-8).

Pub Type—Books (010) — Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Educational Attainment, Ethnicity, Family Mobility, \*Family Relationship, Family Structure, \*Migrants, Migration Patterns, \*Parent Child Relationship, \*Puerto Ricans, Socialization, Social Mobility, Socioeconomic Status, Spouses

Identifiers—Culture Transmission, \*Intergenerational Continuity, Intergenerational Solidarity, \*New York (New York)

This study examined the lives of 100 intergenerationally linked Puerto Rican families living in New York City. Each family consisted of two generations: the mothers and fathers in the parent generation and their married child and spouse in the child generation. Subjects investigated included the experiences of the migrant parent generation in their island home, their migration and settlement in New York City, and the experiences of their children, raised in the United States. Also investigated was the impact of the two generations' different life experiences upon the transmission of sociocultural characteristics from parents to their children and upon the structure of the relationship between the parent and married child. Among the major findings were the following: (1) intergenerational differences between the parents and their married children were pervasive and strong; (2) the greatest intergenerational change occurred in socioeconomic status, then in the language used, then in values; (3) the least change occurred in the subjective elements describing self-concept and bicultural preferences; (4) age at arrival in New York City and level of education were important determinants of ethnic identity; (5) when parents and their children were socialized in the same culture, or when they were similar in educational level, intergenerational continuity increased; and (6) intergenerational differences in early socialization settings and in educational attainment had no effect upon the strength of intergenerational solidarity. (CMG)

ED 257 902 UD 024 258

**Constantino, Giuseppe And Others**

**Cuento Therapy. Folktales as a Culturally Sensitive Psychotherapy for Puerto Rican Children.** Monograph No. 12.

Fordham Univ., Bronx, N.Y. Hispanic Research Center.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.

Report No.—ISBN-0-943862-23-X

Pub Date—85

Grant—NIMH-2P01-MH-30569-06-A1

Note—99p; For a related document, see UD 024 259.

Available from—Fordham University, Hispanic Research Center, Bronx, New York 10458 (\$9.95 including postage).

Pub Type—Books (010) — Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Child Psychology, Clinical Psychology, Emotional Disturbances, Folk Culture, Hispanic Americans, Parent Role, \*Psychotherapy, \*Puerto Rican Culture, Puerto Ricans, \*Story Telling

Identifiers—Folktales

A seven-year project developing and testing cuento therapy, a form of child psychotherapy in which Puerto Rican mothers recount to their children folktales taken from Puerto Rican culture, is described and evaluated in this monograph. Chapter 1 explains how the research presented in later chapters fits into substantially broader patterns of research focusing on the treatment of the psychological problems of Hispanic populations living in the United States. Chapter 2 presents an interdisciplinary discussion of traditional folk-healing practices in Puerto Rico, the function of folktales throughout history, the use of storytelling in psychotherapy, the theoretical framework of cuento therapy, and the mother's role in the therapy. Chapter 3 presents the methodological procedures used in conducting cuento therapy and in evaluating treatment outcomes. Chapter 4 provides results of an analysis of treatment effects on trait anxiety, cognition role-playing observations, and personality profiles. Finally, Chapter 5 presents a general overview of the clinical utility of cuento therapy. The major finding was that cuento therapy was effective in reducing trait anxiety. It also improved cognitive skills relating to social judgment and had some effect on aggressive behavior as observed in role-playing situations. Its effect upon children's personality development was unclear, but its sensitivity to the clients', not the therapists', cultural background should be useful to community mental health centers serving Puerto Rican clients. (KH)

ED 257 903 UD 024 259

**Rogler, Lloyd H. And Others**

**A Conceptual Framework for Mental Health Research on Hispanic Populations.** Monograph No. 10.

Fordham Univ., Bronx, N.Y. Hispanic Research Center.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.

Pub Date—83

Grant—NIMH-2P01-MH-30569-06-A1

Note—107p; For a related document, see UD 024 258.

Available from—Fordham University, Hispanic Research Center, Bronx, New York 10458 (\$9.95 including postage).

Pub Type—Books (010) — Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Health Needs, Health Services, \*Hispanic Americans, \*Medical Research, \*Mental Health, Mental Health Clinics, Public Health, Research Needs, Research Utilization, \*Social Science Research

Identifiers—Conceptual Frameworks, New York (New York)

Literature on the mental health of Hispanics is reviewed in this book, which is organized according to a conceptual framework encompassing clinical service research. The book's division into five main sections reflects the five phases of the framework, which span the sequence beginning when a person experiences mental or emotional distress and ending after mental health providers have attempted to deal with the problem and the person attempts to resume his or her customary role. Phase 1, "Emergence of Mental Health Problems," documents the need for mental health services, and includes psychiatric epidemiologic studies of Hispanic populations. It serves as a foundation for the ensuing phases. The second phase, "Help-Seeking Behavior," includes studies of the factors influencing the utilization of mental health facilities. Research reviewed in Phase 3, "Evaluation of Mental Health," focuses on the cultural insensitivity of traditional assessment procedures for psychodiagnosis and evaluation, and on the effects of bilingualism, language of psychiatric interview, and the ethnicity of the examiner. In Phase 4, "Therapeutic Modalities," the focus is on the effectiveness of various forms of psychotherapy with Hispanics, and consequent adaptation of traditional treatment modalities tailored to Hispanic culture. The fifth phase, "Post-Treatment Rehabilitation," identifies the need for more knowledge about aftercare, rehabilitation, and recidivism in Hispanic patients. An ap-

pendix contains a discussion of Hispanic diversity in New York City. (KH)

ED 257 904 UD 024 261

Rossell, Christine H.

**A School Desegregation Plan for East Baton Rouge Parish.**

Spons Agency—Department of Justice, Washington, D.C. Civil Rights Div.

Pub Date—Feb 83

Note—187p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Black Students, \*Desegregation Plans, Elementary Secondary Education, \*Magnet Schools, \*Program Implementation, \*Racial Composition, \*School Desegregation, School Identifiers—\*Louisiana (East Baton Rouge), Team Learning Methods.

This paper outlines an alternative desegregation plan that would replace the one implemented in the East Baton Rouge Parish (Louisiana) School District in 1981. Known as the Incentives Desegregation Plan, the alternative plan was designed to produce interracial contact comparable to the earlier plan, without incurring the attendant costs of mandatory reassignment. First, the means of measuring interracial contact are described, and then applied to the current plan. Despite substantial white flight, the current plan produces greater interracial exposure than existed previously. Next, the alternative plan's reliance on court-ordered school closings, majority to minority transfers, and magnet schools is explained. Procedures for implementation (a 3-year process) and specific magnet programs are described. The proposed locations, grade levels, staff, participants, programs, and costs of 15 magnet schools are presented and a plea is made for heavy reliance on team learning, described as being extremely effective in stimulating achievement gains. Total enrollment and costs of magnets are projected and a scheme for estimating the net benefit of the current and the alternative plan is presented. Next, implementation procedures are explained, first generally and then on a school-by-school level. The report concludes with a detailed timetable for implementation and a set of criteria for assessing the success of a magnet school. Fourteen statistical tables (most containing racial enrollment data) are included and appendices provide data on attendance zones, maps of the district, and 78 pages of information on student team learning. (KH)

ED 257 905 UD 024 262

Solar, Maxine

**Evaluation of Alternative Programs, 1982-83.**

Cincinnati Public Schools, Ohio.

Pub Date—Oct 83

Note—27p.; For the 1983-84 report, see UD 024 263.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Attitudes, Desegregation Methods, Elementary Secondary Education, Enrollment, Magnet Schools, \*Non-traditional Education, \*Program Costs, \*Program Effectiveness, Racial Balance, School Desegregation

Identifiers—\*Cincinnati Public Schools OH

In the 1982-83 school year, the Cincinnati Public Schools operated 21 alternative programs designed to provide specialized learning experiences along with the traditional academic curricula. Since balanced racial composition is a primary goal of these programs, applications are received from students regardless of where they reside in Cincinnati, and acceptance is based on racial balance. Evaluation of the 1982-83 school year programs showed that the composition of alternative programs was 56% Black, 42% White and 2% other races. Of the 39 alternative sites, 69% met the guideline for Black membership. California Achievement Tests in reading and math showed fewer alternative students in the below average stanines (as compared with non-alternative students), approximately the same percentage of students in the average stanines, and a higher percentage of alternative students in the above average stanines. Normal Curve Equivalents gains data showed both the alternative and non-alternative groups obtaining approximately the same expected achievement. Attitudinal survey data comparing alternative and non-alternative students, teachers, parents, and local administrators suggested that alternative groups gave more positive responses to items concerning alternative programs. Monies

spent on "excess teachers" and instructional assistants for alternative programs amounted to \$3,110,000, a \$244,000 increase over 1981-82 (an effect of salary increases). The non-personnel budget reveals \$223,651 as a total for allocated funds, a \$23,889 decrease over 1981-82. Since no new programs or sites were added in 1981-82, new materials were reduced. (KH)

ED 257 906 UD 024 263

Solar, Maxine

**Evaluation of Alternative Programs, 1983-84.**

Cincinnati Public Schools, Ohio.

Pub Date—Nov 84

Note—28p.; For the 1982-83 report, see UD 024 262.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Attitudes, Desegregation Methods, Elementary Secondary Education, Enrollment, Magnet Schools, \*Non-traditional Education, \*Program Costs, \*Program Effectiveness, Racial Balance, School Desegregation

Identifiers—\*Cincinnati Public Schools OH

Almost 14,000 students in the Cincinnati Public Schools attended alternative programs during the 1983-84 year. These voluntary programs were designed to create racially balanced schools and to provide specialized learning experiences along with traditional academic curriculum. Acceptance to the programs is based primarily on racial balance, but students must also meet skill or achievement requirements for some programs. Evaluation of the 1983-84 programs showed that enrollment was 54% Black, 43% White, and 3% other races, that 31 of the 42 alternative programs met the school system's racial balance guidelines, and that with the addition of two new alternative program sites, enrollment increased by 503 over the previous year. California Achievement Test results comparing alternative and non-alternative students showed fewer alternative students in the below average stanines, approximately the same percentage of both groups achieving at the average stanines, and a larger percentage of alternative students in the above average stanines. Additional test results showed similar gains between groups in mathematics and slightly higher gains for the alternative group in reading. Results of attitude surveys displayed higher positive responses by the alternative groups. Monies allocated for excess teachers and instructional assistants totaled approximately \$4,093,368. The non-personnel allocated budget amounted to \$249,650. (KH)

ED 257 907 UD 024 264

**Excellence and Equity, Quality and Inequality. A**

**Report on Civil Rights, Education and Black Children.**

National Black Child Development Inst., Inc., Washington, D.C.

Pub Date—Jun 83

Note—35p.; Report from a meeting sponsored by the Johnson Foundation (Wingfield Conference Center, Racine, WI, June 1983).

Pub Type—Collected Works - Proceedings (021) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Achievement, \*Black Students, \*Civil Rights, Educational Change, \*Educational Quality, Elementary Secondary Education, \*Equal Education, Minimum Competency Testing, Racial Discrimination, Racial Relations, School Effectiveness, Student Placement, Tests, Vocational Education

Identifiers—Omnibus Budget Reconciliation Act 1981

This document presents papers from a conference called in 1983 to discuss the possible effects of the Omnibus Budget Reconciliation Act of 1981 on the enforcement of civil rights laws affecting the education of black children, and to chart specific recommendations to guide the work of the National Black Child Development Institute (NBCDI). Following a preface by Evelyn K. Moore of the NBCDI, the following papers are presented: "Excellence and Equity, Quality and Inequality" (Jean Fairfax); "Is There a Valid Link Between Testing and Placement?" (Asa G. Hilliard); "Will Competency Tests Decide the Future of Our Children?" (Richard Jefferson); "Can We Afford to Ignore Vocational Education?" (Carol Gibson); and "How Can We Advocate for Effective Schools?" (Ronald R. Edmonds). Following the papers, recommendations directed at parents, advocates, schools, and

policymakers are summarized, readings are suggested, and the NBCDI Board of Directors and conference participants are listed. (KH)

ED 257 908 UD 024 265

**Una Nacion En Peligro: La Necesidad Imperiosa de Reformar La Enseñanza. (A Nation at Risk: The Imperative for Educational Reform).**

National Commission on Excellence in Education (ED), Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Mar 84

Note—90p.; For English version, see ED 226 006. Available from—Evaluation, Dissemination and Assessment Center, California State Univ., 5151 State University Drive, Los Angeles, CA 90032 (\$4.50 per copy).

Language—Spanish

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Academic Achievement, Academic Standards, Back to Basics, Comparative Education, Competency Based Education, \*Core Curriculum, \*Educational Assessment, Educational Improvement, Educational Needs, \*Educational Quality, Elementary Secondary Education, Federal Government, Futures (of Society), Government School Relationship, Higher Education, High School Graduates, Low Achievement, National Programs, \*Outcomes of Education, Public Education, Relevance (Education), \*School Effectiveness, Teacher Education, Technological Literacy, Time Factors (Learning), Underachievement

Identifiers—\*National Commission on Excellence in Education, Nation at Risk (A)

This report: (1) investigates the declining state of the educational system in America, as measured by high school student performance in the United States and other countries; (2) identifies specific problem areas; and (3) offers multiple recommendations for improvement. The five major recommendations arrived at appear, respectively, under the headings: content, standards and expectations, time, teaching, leadership and fiscal support. Recommendations pertaining to content include the strengthening of high school graduation requirements by establishing minimum requirements for each student of: (a) 4 years of English; (b) 3 years of mathematics; (c) 3 years of science; (d) 3 years of social studies; and (e) one-half year of computer science. With regard to standards and expectations, schools, colleges, and universities are encouraged to adopt more rigorous and measurable standards and higher expectations for academic performance and student conduct. Four-year colleges and universities, in particular, are advised to raise their admission requirements. In order to improve time usage, the report advises that more time should be devoted to students learning the "New Basics," which may, in turn, require a longer school day, or a lengthened school year. Seven ways to improve teacher preparation and to make teaching a more rewarding and respected profession are listed. Six implementation guidelines are suggested for improving educational leadership and fiscal support. Appendices contain: (a) charter of the National Commission on Excellence in Education; (b) schedule of the Commission's public events; (c) list of commissioned papers; (d) list of individuals who testified at Commission hearings; (e) list of other presentations to the Commission; and (f) notable programs. (JM)

ED 257 909 UD 024 266

Griswold, Philip A.

**Family Ongoing Activities and Achievement among Fourth Graders in Compensatory Education Funded Schools.**

Pub Date—4 Apr 85

Contract—400-78-0065

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Achievement, \*Black Students, Cross Cultural Studies, Educationally Disadvantaged, Elementary Education, Enrichment Activities, \*Family Role, Grade 4, \*Hispanic Americans, Library Role, Minority Group Children, Museums, \*Parent Influence, Sex Differences, \*Whites



**Identifiers—\*Family Outings**

This study sought to identify the relationship between operationally-defined family outing activities and measures of achievement among fourth grade students from educationally disadvantaged backgrounds. The results, collected for four successive years from 1715 students in urban Los Angeles, indicated that: (1) participation in family activities differed across racial groups and may be related to socioeconomic factors and English language facility; (2) achievement score means were generally larger among activity participants than non-participants, regardless of racial grouping; (3) recollection of visiting the public library contributed the most to predicting achievement, regardless of race; (4) recollection of going on a picnic was a good predictor of Hispanic students' math concepts and math problems achievement; (5) recollection of visiting Disneyland was a predictor of vocabulary and math concepts achievement among Anglo students; and (6) from the activity variables used, prediction of Black students' achievement was the most elusive. With further research it may be possible to counsel parents on the family activities which augment achievement. (RDN)

ED 257 910

Wong, Samuel

Educating Asian Americans for the Year 2000.

Pub Date—85

Note—11p.

Pub Type—Opinion Papers (120) — Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Asian Americans, Bilingualism, \*Computer Science, Cultural Pluralism, Economically Disadvantaged, Educational Attitudes, Elementary Secondary Education, \*Ethnocentrism, Foreign Countries, \*Futures (of Society), Minority Groups, \*Multicultural Education, Scientific Literacy, \*Technological Advancement

Identifiers—\*Asia Pacific Region

By the year 2000 there will be three Americas as the rich get richer, the poor become more destitute, and the self-sufficient become more complacent. By that date computer technology will dominate every facet of social and personal life. Asian Americans, because of their good placement as technicians, will be found in every segment of the technological society. By then the center of technological development will be Japan and, as collectively the Asian nations emerge as the dominant trade partner of the United States, America will have to adjust to Asian ways of doing business. Therefore, in addition to developing technical competence in their students, teachers need to impart cultural sensitivity to the nations in Asia and the Asians in the United States. It is essential that the resources be found for bilingual development and for the development of the "sociological imagination." Children from heterogeneous backgrounds studying and playing together will be the primary sources for developing cultural sensitivity and an appreciation for cultural diversity. Among grown-ups the task of raising consciousness in cultural sensitivity will rest primarily on minority groups who will need, in workplaces and neighborhoods, to impart to the dominant groups their oneness and diversity. For the nation as a whole, we must temper the present Europe-oriented, individualistic, competitive curriculum with a touch of Asian communal and cooperative spirit. (RDN)

ED 257 911

UD 024 268

Health Care for the Economically Disadvantaged.

Hearing before the Subcommittee on Health of the Committee on Finance, United States Senate, Ninety-Eighth Congress, Second Session, Congress of the U.S., Washington, D.C. Senate Committee on Finance.

Report No.—Senate-Hrg-98-861

Pub Date—27 Apr 84

Note—121p.; Some pages may not reproduce well due to small and light type.

Pub Type—Legal/Legislative/Regulatory Materi-

als (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Displaced Homemakers, \*Economically Disadvantaged, Federal Legislation, Federal Programs, \*Health Insurance, Health Needs, \*Health Services, Hearings, Medical Services, Pharmacists, Poverty, Public Policy, Unemployment, Welfare Services

Identifiers—\*Access to Health Care, Congress

98th, Medicaid, Service Delivery Assessment

These hearings examine ways of ensuring access to quality health care, especially for low-income

persons ineligible for Medicaid. The problems of determining who the economically disadvantaged are, what services they are provided with, and how those services are provided and financed are all addressed. An Urban Institute researcher testifies that the number of uninsured Americans under 65 increased between 1979 and 1982 largely because of the recession, and calls for more diverse forms of insurance. A representative of the Colorado Task Force on the Medically Indigent then presents findings that one-third of Colorado's population is neither publicly nor privately insured. A Kansas Women's Equity Action League representative describes the problems of access and affordability for women between 45 and 65 years of age. A representative of the Health Insurance Association of America testifies that 10 to 15 million Americans under 65 had neither public nor private coverage in 1982 and elaborates on the problem of uninsured and attempts, via open seasons on insurance and pool systems, to remedy the problem. A statement by the American Protestant Health Association on Health Care for the Economically Disadvantaged urges the need to identify criteria for providing assistance to "safety net" hospitals and a final statement by the National Association of Chain Drug Stores criticizes current regulations covering reimbursements for prescribed drugs and offers suggestions for change. (RDN)

ED 257 912

UD 024 269

Youth Employment: Investing in the Future or Shortchanging Our Youth. A First Friday Report.

Full Employment Action Council, Washington, DC.

Pub Date—3 May 85

Note—44p.; Jointly issued by the Roosevelt Centennial Youth Project.

Available from—Full Employment Action Council, 815 16th Street, NW, Washington, DC 20006.

Pub Type—Opinion Papers (120) — Reports -

Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Black Youth, Dropouts, \*Employment Patterns, \*Employment Programs, \*Enrollment, Federal Government, Hispanic Americans, Legislation, Metropolitan Areas, Minority Groups, Public Policy, Secondary Education, \*Unemployment, Welfare Services, Whites, Young Adults, \*Youth Employment

Identifiers—Job Training Partnership Act 1982,

\*Reagan Administration, \*Subminimum Wage

It is argued that the Federal government's youth employment and training policy is at a crossroads and that a budget-cutting Administration and a deficit-conscious Congress face a choice between shortchanging American youth with subminimum pay or investing in employment, training, and education for the present and future of young people. First, the following aspects of the situation are discussed: the current labor force status of youth; employment program between 1975 and 1979; the decline from 1979 to 1983; and the positive results of the Youth Incentive Entitlement Pilot Project. Overall teenager employment trends are tabulated along with unemployment among White, Black and Hispanic teens. Next, estimates for "real" jobless rates for States and select metropolitan areas for February 1985 are tabulated. School dropouts and joblessness are then discussed and the school enrollment and labor force status of teens and 20-24 year olds are tabulated. The percent of subgroups not enrolled in school with less than a high school diploma is also tabulated. An evaluation of how the Job Training Partnership Act has served youth follows, and an argument is made against the Administration's proposal to introduce a subminimum wage for youths. And finally, legislative actions that would maintain and create jobs and training and educational opportunities for youth are considered. (RDN)

ED 257 913

UD 024 272

Health Care for the Economically Disadvantaged—II. Hearing before the Subcommittee on

Health of the Committee on Finance, United States Senate, Ninety-Eighth Congress, Second Session (September 28, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

Report No.—Senate-Hrg-98-1257

Pub Date—85

Note—301p.; Some pages may not reproduce well due to small or light print.

Pub Type—Legal/Legislative/Regulatory Materi-

als (090)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—\*Economically Disadvantaged, \*Federal Aid, Federal Programs, Health Insurance, Health Services, Hearings, \*Medical Services, Poverty, Public Agencies

Identifiers—Congress 98th, \*Medicaid, \*Medicare,

Reagan Administration

The statements of a number of public witnesses, along with those of two Reagan Administration witnesses, are included in this transcript of a Senate hearing which convened to consider the Federal role in providing access to health care for the economically disadvantaged. According to an opening statement by Senator Robert Dole, the purpose of the hearing was to determine whether the Federal government, with its involvement in Medicaid and Medicare, has done enough or should do more to assist the poor who are not covered by private health insurance. The majority of statements included in these hearings were made by representatives of hospitals and hospital associations, State health departments, Blue Cross and Blue Shield, and other organizations and agencies involved in health provision. A background paper by the Senate committee staff, Senator Dole's opening statement, and a number of prepared statements are also included, as are Administration position papers on Medicare and other public health service programs. (KH)

ED 257 914

UD 024 273

Urban Conservation and Service Corps Programs.

A Series of Resource Reports. #1: Launching an

Urban Corps. #2: Corps Funding.

Human Environment Center, Washington, D.C.

Spons Agency—William and Flora Hewlett Founda-

tion, Palo Alto, Calif.

Pub Date—May 85

Note—26p.

Pub Type—Guides - General (050) — Reports -

Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Disadvantaged Youth, \*Financial Support, Minority Groups, \*Program Content, \*Program Development, Secondary Education, Social Services, Urban Youth, Work Experience Programs, \*Youth Employment, Youth Programs

Identifiers—\*Community Service, \*Urban Corps

Urban conservation and service corps units, which provide jobs to disadvantaged youth and engage them in activities beneficial to the wider society, such as building or restoring city facilities, are discussed in this document, which contains two separate reports. Report 1 describes the origin and basic features of urban corps programs in New York City, California, Portland (Oregon), and Connecticut, and presents suggestions for getting a new program started. Report 2 focuses on corps funding. Possible State, local, and Federal sources of financing are outlined, and two appendices are provided giving brief profiles of a variety of conservation and service corps units and a list of useful resources. (KH)

ED 257 915

UD 024 274

Lost in the Labyrinth. New York City High School

Admissions.

Educational Priorities Panel, New York, N.Y.

Pub Date—May 85

Note—94p.; Appendix material contains small,

blurred print.

Pub Type—Reports - Descriptive (141) — Reports -

Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Admission (School), Admission Criteria, Admissions Counseling, Board of Education Policy, \*High Schools, Middle Schools, \*School Choice, Special Programs, Student Educational Objectives, Student Needs, \*Student Placement

Identifiers—\*New York (New York)

New York City middle school students must file a high school application, and in order to obtain a seat in a school other than the neighborhood zoned high school, must engage in a lengthy and complicated procedure. Evaluation of the applications process suggests that its presumed goal of placing students in appropriate high school programs while offering them the maximum program options is not being met. Competition for placement in a special program is intense, and in most cases, students who fail to gain acceptance must attend neighborhood schools. In 1984, more than a third of the 91,000 students who applied were not admitted to any of their choice schools. Computerization has simplified the process, and made admissions into unscreened programs more objective, but admission

into screened programs and educational options programs is still at the discretion of individuals schools. Six separate Board of Education offices are involved in admissions, which costs more than \$2.5 million at the central level alone. Students are not given enough time between receiving the Directory of High Schools and the time they must file applications. The Directory, moreover, provides sparse information about program offerings and no information on chances of admission into any specialized programs. Finally, most guidance counselors at the middle schools do not understand the admissions process and have limited access to admissions information. Recommendations include more funding and more training for involved middle school staff. Seven appendices include the New York City High School application form and provide data on popular programs, new programs, high school guidance expenditures and high school principal survey results. (KH)

ED 257 916 UD 024 276

**Effective Practices for Successful Bilingual Parent Involvement Programs: An Administrator's Handbook.** P.T.M. No. 400.20.

New Jersey State Dept. of Education, Trenton. Div. of Compensatory/Bilingual Education.

Pub Date—Aug 84

Note—50p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Guides, Administrator Role, \*Bilingual Education Programs, Educational Objectives, \*Educational Strategies, Elementary Secondary Education, English (Second Language), Hispanic Americans, Limited English Speaking, Needs Assessment, \*Parent Participation, Parent Role, \*Parent School Relationship, \*Program Development, Program Evaluation, Resource Materials, Student Needs

Identifiers—New Jersey, \*Parental Involvement Program

This handbook provides information to New Jersey school district administrators for developing involvement programs for the parents of children of limited English proficiency. First, the benefits of parent involvement, and the roles of educators and parents are outlined. Then, a philosophy and rationale for parent involvement is presented, and suggestions are given for setting goals and developing programs around identified needs. Advice on communicating with parents is provided, and effective parent involvement strategies are outlined. Several recent efforts in New Jersey to establish parent involvement programs are described, and the importance of evaluating programs is asserted. And finally, these resource materials are included: a possible schedule of meetings and other parent activities; a sample meeting notification letter; a sample meeting agenda; a sample questionnaire and sample worksheet for conducting a needs assessment; two planning guides; a list of possible topics to be covered at parent meetings; a checklist for arranging a meeting; procedures for conducting a meeting; a sample school visit record for parents; and a checklist for evaluating a parent involvement program. (KH)

ED 257 917 UD 024 277

**Children, Families, and Public Schools: Building Community Alliances for Learning. The National Education Association's Annual Conference on Human and Civil Rights in Education (23rd, February 22-24, 1985). NEA Report.**

National Education Association, Washington, D.C.

Pub Date—Feb 85

Note—24p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alienation, Child Abuse, Child Neglect, \*Community Involvement, Community Role, \*Disadvantaged Youth, Drinking, Drug Abuse, Early Childhood Education, Educational Needs, Elementary Secondary Education, Equal Education, Ethnicity, Federal Legislation, Hunger, Minority Group Children, Multicultural Education, Parent School Relationship, Pregnant Students, Racial Discrimination, Sex Discrimination, \*Social Problems, \*Student Needs, Suicide, \*Teacher Responsibility, Technology, Track System (Education)

Identifiers—\*Educator Role, Latchkey Children

This conference addressed the problems of children whose circumstances limit their ability to learn, their access to equal educational opportunity, and their basic civil rights, and the role of National

Education Association (NEA) members and their communities in solving these problems. The keynote address by Blainina Cardenas Ramirez, excerpted here, considered how education employees can address the needs of children whose education has been hampered by discrimination. Summaries of the following seminar sessions are provided: (1) the effects of hunger on children's learning; (2) child abuse and neglect; (3) overcoming racial, cultural, and economic alienation; (4) missing children, runaways, teenage suicides, and pregnant students; (5) children left alone: latchkey problems; (6) drug and alcohol abuse; (7) special needs of children; (8) overcoming the school obstacle course: testing, screening, and tracking; (9) maintaining cultural identity in school integration; (10) bringing families into the teaching-learning process; (11) reporting problems and identifying resources for assistance; (12) opening new technology to minorities and women; and (13) early childhood education: a path out of poverty. Excerpts from speeches on children's legislative issues (Marian Wright Edelman) and community and school responses (U.S. Representative George Miller) are given. Examples are provided of specific planning models for analyzing an issue and setting goals. The concluding speech by NEA Vice President Keith Geiger focuses on the need for school employees and communities to collaborate in improving the education of students with difficult circumstances. Lists of relevant resources and of panelists accompany each seminar summary. (RDN)

ED 257 918 UD 024 278

**Perrone, Vito**

**Educational Equity.**

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Pub Date—May 85

Note—9p.

Journal Cit—Insights into Open Education; v17 n8 May 1985

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Access to Education, Disadvantaged Youth, Dropouts, Educational Discrimination, Educational Finance, Educational History, Educational Objectives, \*Educational Quality, Elementary Secondary Education, \*Equal Education, Magnet Schools, Minority Group Children, Pregnant Students, Racial Discrimination

In the midst of a period of major educational reform, questions about standards, quality, and excellence have dominated at the expense of questions about access and equity. To begin with, certain myths must be challenged. The belief that schools were once uniformly better than today is a distortion of history. So is the belief that attempts at greater equity in the 1960's and early 1970's eroded the quality of education. In spite of some gains, however, there is still a long way to go. The percentage of students completing high school has declined annually since 1972, and race and social class remain powerful factors in educational success. Unfortunately the measures advocated by the 1980's "return to quality" reforms have been tried before without success, while programs such as Headstart and Title I, which research has shown to have many benefits, are not being applied widely or equitably enough. Parents, students, and political leaders giving testimony at hearings on schools offered these thoughts about equity and access: some groups of children seem to matter more than others; the gifted magnet schools depresses regular schools; little is done to retain or bring back pregnant or parenting teens; women face educational and economic discrimination; and school finance varies inequitably among school districts and among states. Clearly the United States has far to go to achieve a democratic, fully equitable, and accessible educational system. (RDN)

ED 257 919 UD 024 279

**McLanahan, Sara S.**

**Single Mothers and Psychological Well-Being: A**

**Test of the Stress and Vulnerability Hypotheses.**

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency—Wisconsin State Dept. of Health and Social Services, Madison.

Pub Date—Oct 84

Grant—FDC-25-274; HD05876

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Depression (Psychology), Family Financial Resources, \*Family Income, Family Status, Family Structure, Fatherless Family, Low Income Groups, \*Mental Health, \*Mothers, \*One Parent Family, Physical Health, Psychological Characteristics, Stress Management, \*Stress Variables, Unemployment

Recent studies indicate that single mothers experience unusually high levels of psychological distress. The purpose of this paper is to compare rival explanations for these high levels. Four hypotheses are tested: (1) the psychological well-being of single mothers, relative to married parents, declines over time; (2) changes in psychological status are related to the incidence and prevalence of life events and chronic strain; (3) single mothers respond more negatively to life events and strain than married parents; and (4) greater exposure to stressful events and chronic strain can account for the relative decline in psychological well-being among single mothers over time. Longitudinal data taken from the Michigan Panel Study of Income Dynamics are used to test each of these hypotheses. The results indicate that the high level of distress among single mothers is due primarily to the ongoing strain associated with low income. This conclusion suggests that policies aimed at raising the income of single mothers would not only improve conditions for children in single parent households but would also enhance the mental health of single mothers. (RDN)

ED 257 920 UD 024 281

**Materials for Indochinese Students. An Annotated**

**Bibliography. Second Edition.**

Minnesota State Commission on the Economic Status of Women, St. Paul.

Pub Date—84

Note—86p; For first edition, 1983, see ED 243 997.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Asian Americans, Bilingual Education, Cambodians, Chinese Americans, Cultural Background, Elementary Secondary Education, English (Second Language), \*Indochinese, \*Instructional Materials, \*Language Arts, Laotians, Limited English Speaking, \*Mathematics Materials, Multilingual Materials, Science Education, \*Social Studies, \*Teacher Education, Vietnamese People

This annotated bibliography focuses on classroom materials for Indochinese students, but also includes teacher-training materials. The bibliography also serves as a practical means of assisting teachers and program coordinators to obtain materials by providing information on publishers, distributors, and listed prices. The bibliography is divided into the following major sections: Indochinese; Vietnamese; Lao and Hmong; Cambodian (Khmer); and Chinese. The above major sections are further subdivided into three subject categories: (1) language arts (includes materials in the primary language or English language and bilingual materials on language arts, dictionaries, readers, translated novels, fables, legends, and fairy tales); (2) social studies (includes materials on the students' culture and history and U.S. History); (3) mathematics and science (includes technical glossaries and dictionaries, bilingual textbooks, and other supplementary materials on mathematics and science). (RDN)

ED 257 921 UD 024 282

**Miranda, Luis A. Ruiz, Esther**

**Graduate Rates in Accredited Engineering**

**Schools, 1983-84.**

National Action Council for Minorities in Engineering Inc., Washington, DC.

Pub Date—Jan 85

Note—49p; Some tables contain small print.

Available from—National Action Council for Minorities in Engineering, Inc., 3 West 35th Street, New York, NY 10001 (Free; \$1.50 postage and handling).

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*American Indians, \*Bachelors Degrees, Black Education, \*Black Students, College Graduates, Demography, \*Engineering Education, Graduates, Higher Education, \*Hispanic Americans, Minority Groups

In 1983-84, for the twelfth consecutive year, the number of Black, Hispanic, and American Indian engineering graduates increased. And for the first time since the National Action Council for Minorities

ties in Engineering began its work, the number of Black graduates surpassed 2,000. Other highlights of the 1983-84 data are: (1) 3,817 Black, Hispanic and American Indian students were awarded B.A.'s in engineering; (2) 30 universities/colleges produced 40 or more Black, Hispanic, and American Indian B.A. graduates; (3) 26 universities/colleges produced 20 or more Black B.A. graduates; and (4) 23 universities/colleges produced 20 or more Hispanic B.A. graduates. Following a summary of graduation rate data, six tables present that data in detail. Table 1 presents a comparison of B.A. graduates from differing ethnic groups by State. Table 2 presents a list of 30 colleges and universities that produced 40 or more minority engineers. Table 3 lists 26 colleges that graduated 20 or more Black engineers. Table 4 lists 23 colleges that graduated 20 or more Hispanic engineers. Table 5 illustrates the rate of minority engineers from 1969-1984, and Table 6 provides a complete breakdown of minority B.A. graduates in accredited engineering schools in 1983-1984. (RDN)

ED 257 922 UD 024 283

*Root, Peter D.*  
Rights of Limited English Proficient Students  
under Federal Law—A Guide for School Administrators.

Miami Univ., Coral Gables, Fla.  
Pub Date—15 Feb 85  
Note—8p.

Pub Type—Guides - Non-Classroom (055)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education Programs, Bilingual Teachers, Compensatory Education, Court Litigation, Educational Legislation, Elementary Secondary Education, English (Second Language), Federal Legislation, Limited English Speaking, Second Language Instruction, Student Rights

Guidance is provided in question and answer format on the common themes running through court opinions, Federal laws and regulations, State laws and regulations, and interpretations concerning the rights of limited English proficient (LEP) students. First, the legally acceptable, common procedure for identifying LEP pupils is described as entailing the assessment of parent responses to a Home Language Survey and the subsequent testing of students' oral reading and writing skills. Second, the minimal standards for LEP assistance are detailed, in terms of teachers' qualifications and the time spent with the pupil. Third, while bilingual instruction is not mandatory under Federal legislation, the legally and educationally safe posture is said to be the offering of bilingual instruction. Fourth, the minimal standards of a bilingual program are described as (1) a bilingual teacher, (2) teacher assessment, and (3) provision of material resources. Fifth, the standards for the removal of a student from a program are outlined. Sixth, every district is said to be required to monitor the program and make reasonable adjustments as well as monitor the progress of students while they are in the program and after they have left it. Seventh, it is held that a district may not deny a student services because there are few students in the district who speak his or her language. (RDN)

ED 257 923 UD 024 284

*Root, Peter D.*  
The Handicapped, Limited English Proficient Student: A School District's Obligation.

Miami Univ., Coral Gables, Fla.  
Pub Date—84

Note—10p; Prepared for dissemination by the National Origin Desegregation Assistance Center.  
Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education Programs, Compliance (Legal), Court Litigation, Disabilities, Educational Legislation, Federal Legislation, Limited English Speaking, Non English Speaking, Parent Rights, School Districts, Student Placement, Student Rights

This paper, in a question and answer format, discusses a school district's obligation to handicapped, limited English proficient (LEP) students, in relation to the following Federal laws and regulations: (1) the Education for All Handicapped Children Act (PL 94-142), (2) the Administrative Regulations of the Act; (3) Civil Rights Law 504 and the 504 Regulations; (4) Title VI of the 1964 Civil Rights Act; and (5) the Equal Education Act of 1974. First, it is pointed out that Federal law has priority over conflicting or less protective State law. Second, relationships among the above-listed au-

thorities are outlined. Third, the local education agencies' obligation to locate handicapped LEP students is discussed. Fourth, the requirement that tests and evaluations of students for the purpose of placement be conducted in the students' primary language is made clear. Fifth, the emphasis of the law that placement teams should include persons fluent in the child's language and, in addition, that social and cultural background be evaluated is explained. Sixth, steps to be taken at the evaluation and placement stage to address the language of non-English speaking parents are indicated. Seventh, accommodations required for non-English speaking parents at placement meetings are articulated. Finally, it is explained that a program offered to a student must be altered to address the fact that he or she is limited English proficient. (RDN)

ED 257 924 UD 024 287

Introduction to High School. High School Renaissance Program. Evaluation Report, Summer 1984. Education Consolidation and Improvement Act Chapter 1.

Chicago Board of Education, Ill. Dept. of Research and Evaluation.  
Pub Date—Apr 85

Note—38p.  
Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Gains, Attendance Patterns, Basic Skills, Criterion Referenced Tests, Grade 8, High Schools, Mathematics Skills, Program Effectiveness, Program Evaluation, Questionnaires, Reading Skills, School Readiness, Student Attitudes, Student Improvement, Summer Programs, Underachievement

The 1984 "Introduction to High School" program provided seven weeks of academic training for about 600 underachievers in reading and/or mathematics at six Chicago high schools. Evaluation findings indicate that (1) the process of student selection and program implementation during the 1984 program was markedly better than that of the 1983 initial High School Renaissance summer program; (2) the program came close to the target enrollment goal; and (3) attendance continued to be a problem, which hindered the continuity of instruction. The degree of achievement differed from school to school and also differed depending on the academic area tested. Criterion-referenced test results indicated that at any given school the number of students showing improvement ranged from approximately 20% improving in one category to 80% improving in another category. Certain problems encountered indicate that test development and procedures should be planned early for summer 1985. Students appeared to be on task and teachers had adequate instructional materials, although some complained of not receiving them on time. Generally, both the teaching staff and the students surveyed reported that they thought the summer program was helpful and that "learning was taking place." The best indicator of the program's success ultimately will be how well students attend school, achieve academically and become socially oriented to high school. (RDN)

ED 257 925 UD 024 288

Evaluation of Summer Basic Skills Centers, 1984. Education Consolidation and Improvement Act, Chapter 1 and Chicago Effective Schools Project.

Chicago Board of Education, Ill. Dept. of Research and Evaluation.  
Pub Date—Apr 85

Note—83p.  
Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Achievement Gains, Basic Skills, Elementary Education, Limited English Speaking, Mathematics Instruction, Mathematics Skills, Program Effectiveness, Program Evaluation, Reading Instruction, Reading Skills, Science Instruction, Staff Development, Summer Programs, Tutorial Programs, Underachievement

Identifiers—Chicago Public Schools IL  
The findings of an evaluation of the Chicago Public Schools 1984 Summer Basic Skills Centers program are presented. The program, which relied on the extensive use of youth tutors as well as trained teachers, was designed to extend participants' mastery of skills in the basic curricula of reading and mathematics. Participating students came from grades K-8. The evaluation confirmed that the program was effectively implemented and operated. Key findings were: (1) the staff development component was beneficial; (2) earlier preservice training

for lead teachers, more intensive preservice training for lead teachers, and more intensive preservice training for classroom teachers and tutors were desired; (3) earlier assignment of tutors and more permissive screening of them are needed; (4) the quantity of materials to be covered in prescribed lessons should be reviewed to allow non-prescribed material to be incorporated; (5) materials and instructional levels of students should be better correlated; (6) the improved science component was popular among teacher and students; (7) the initial delivery of materials requires still better planning; (8) tutors' participation strengthened their grasp of the academic skills they used; (9) although students did not substantially increase their mastery of skills, results tended to be positive; (10) almost all teachers were enthusiastic about a special Limited English Proficiency program and recommended its continuation. (RDN)

ED 257 926 UD 024 289

The 1983-84 Dropout Report. New York City Board of Education, Brooklyn, N.Y. Pub Date—May 85

Note—60p; Prepared by the Analytic Studies Unit. Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Dropout Characteristics, Dropout Prevention, Dropout Programs, Dropout Rate, Dropout Research, High Schools, Nontraditional Education, Record-keeping, Research Methodology, Student Attitudes, Vocational Education

Identifiers—New York (New York)

Data on dropout patterns in New York City Public Schools are provided and analyzed in order to identify issues to be addressed and contribute to the establishment of standards and criteria for program development. Part I introduces the key questions to be asked. In Part II, the term dropout is defined according to State Education guidelines; the criteria for gauging high school and system-wide dropout rates are articulated; the structure of the school system is outlined; and procedures for dropout accounting are described. Part III lays out the findings in terms of: (1) the annual dropout percentage and projected four-year dropout rates; (2) a comparison of 1983-1984 and 1982-1983 dropout rates; (3) reasons for discharge; (4) a further examination of day high school dropouts; (5) all discharges from New York City schools; and (6) supplementary analyses on dropout rates among older students, the success of a retrieval plan for dropouts, figures for dropouts who re-enroll, and data on adult and continuing education students. Part IV draws together the conclusions. Three appendices present admission and discharge codes; figures for dropouts and graduates from academic, vocational, and alternative high schools; and a history of dropout accounting in New York City. (RDN)

ED 257 927 UD 024 292

*Mann, Dale*  
Report of the National Invitational Working Conference on Holding Power and Dropouts (New York, New York, February 13-15, 1985).

Columbia Univ., New York, N.Y. Teachers College. Spons Agency—American Can Co. Foundation, Greenwich, CT.

Pub Date—13 Mar 85  
Note—55p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Role, Conferences, Disadvantaged Youth, Dropout Characteristics, Dropout Prevention, Dropout Programs, Dropout Research, High Risk Students, Information Needs, Potential Dropouts, Program Improvement, Public Policy, Public Schools, Research Problems, School Districts, School Holding Power, Secondary Education, Urban Schools

The conference summarized here brought together participants from 12 public school districts and 34 observers from government agencies, foundations and community organizations. The attendees addressed the concern that the reform agenda of American public schooling is insufficiently sensitive to needy children who have dropped out of school or who may be at risk of doing so. The chairman's personal observations of the conferences' conclusions are provided on the following subjects: (1) the need for obtaining better data; (2) reasons for the absence of more accurate information; (3) improving the information base; (4) holding power in



schools vs. post-school remediation; (5) "successful" programming; (6) the Comprehensive Competencies Program; (7) outcomes; (8) obstacles; and (9) who is to blame for the existing problems. The first appendix lists the guests at the conference, while a second provides the agenda. Appendix 3 plots program variables by district (the 12 districts represented at the conference), in terms of policy and services for dropouts or potential dropouts. Categories reviewed include: (1) diagnosis for student selection; (2) program learning content; (3) program delivery; (4) resources; and (5) evaluation. Appendix 4 addresses population characteristics, graduation requirements, degree options, and information management practices of individual districts. The paper "Uncommon Sense: School Administrators, School Reform and Potential Dropouts," by Edward L. McDill, Gary Natriello, and Aaron M. Pallas, is also appended to the report. (RDN)

ED 257 928 UD 024 294

Nelson, F. Howard. Hess, G. Alfred, Jr.  
What Are We Willing to Pay for School Reform?  
An Analysis of the Costs of Educational Reform  
in Illinois.

Chicago Panel on Public School Finances, IL.  
Spous Agency—Spencer Foundation, Chicago, Ill.  
Pub Date—May 85  
Note—266p.

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Academic Standards, Attendance, Curriculum Development, Dropout Prevention, Early Childhood Education, \*Educational Change, \*Educational Finance, Educational Testing, Elementary Secondary Education, \*Fiscal Capacity, Management Development, \*Program Costs, \*Program Implementation, Remedial Programs, \*Resource Allocation, Salaries, School Business Relationship, School Community Relationship, School District Spending, Special Programs, Staff Development, State Programs, State School District Relationship, Teacher Evaluation  
Identifiers—Arkansas, California, Florida, \*Illinois, Indiana, Kentucky, New York, South Carolina, Tennessee, Texas, West Virginia

This draft document presents an analysis of all major educational reform proposals before the Illinois General Assembly, assessing the costs of implementation and what benefits might be expected for the funding levels contained in the proposals themselves. The 18 areas examined are (1) student testing; (2) student retention/remediation; (3) dropout reduction; (4) curriculum and academic standards; (5) instructional mandates; (6) innovative service delivery; (7) compulsory attendance ages; (8) early childhood education; (9) lengthened school day/year; (10) teacher training and certification; (11) teacher evaluation; (12) scholarships, internships and recruiting; (13) staff development; (14) administrator training, certification and duties; (15) salaries and performance pay; (16) school district reorganization; (17) school-business relations; and (18) public information and public relations. Looking at these areas, the paper describes the range of suggestions contained in the various packages of reform proposals, reviews research on the effects of similar reforms in other States, examines cost estimates contained in various reports, and suggests what actual implementation costs are likely to be and, therefore, what additional resources will be required. For each reform area, costs are estimated for low, medium, and high levels of implementation. It is hypothesized that if all described reforms were to be enacted at the lowest level of implementation, Statewide additional costs would be \$732.18 million. It is emphasized that this document is a draft report. Therefore, it does not contain any recommendations. However, it does conclude that: (1) the costs of current proposed reforms, even at the lowest implementation levels, far exceed the new resources being proposed to fund reform efforts; (2) the General Assembly must determine, in the allocation process, which of a range of implementation levels will be enacted; and (3) proposals for only minimal increases in expenditures are unlikely to produce significant changes in the ways public schools currently operate and perform. (RDN)

ED 257 929 UD 024 297

Reid, Sulu H.  
The Samoan Child in Samoa and in Hawaii.  
Pub Date—[85]  
Note—11p.

Pub Type—Reports - Descriptive (141)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children, \*Elementary Secondary Education, \*Family Life, Family Structure, \*Folk Culture, Language Usage, \*Samoan Americans, Social Attitudes, \*Social Behavior

Identifiers—\*American Samoa, \*Western Samoa  
A majority of the Samoan students in Hawaii and the mainland United States come from American Samoa, but a small number are immigrants from western Samoa, which is geographically and politically separate. The culture of western Samoa is very traditional, and Samoan families are categorized as "extended." All children are expected to help with the family chores, and are taught to be obedient and to emulate their parents. In American Samoa, there are several consolidated elementary schools (which combine two or three of the old village schools), high schools, a vocational school, a community college, adult education, and a Bilingual-Bicultural project. English-speaking children attend the same schools, according to their residential locality. In Western Samoa, however, education is not compulsory, and the older children get, the less likely they are to continue their educations. At the primary level, most children attend village schools, which have a shortage of teachers and essentially no textbooks. Instruction is in Samoan, until Standard Level I (Grade 4) when the student is exposed to an all-English environment. Forms I through V correspond to Grades 9-12, and students at this level are either given vocational training or are prepared for university. When Samoans emigrate to Hawaii they often encounter problems with money, nutrition, school behavior, language and health. (KH)

ED 257 930 UD 024 299

Antipoverty Policy: Past and Future. Special Issue: Conference at Williamsburg.  
Wisconsin Univ., Madison. Inst. for Research on Poverty.

Pub Date—85  
Note—26p.; Report on a conference, "Poverty and Policy: Retrospect and Prospects" (Williamsburg, VA, December 1984).

Journal Cit—Focus; v8 n2 Summer 1985  
Pub Type—Collected Works - Proceedings (021) — Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Civil Rights, \*Family Structure, Federal Programs, \*Government Role, Low Income Groups, Medical Services, \*Poverty, Program Effectiveness, \*Public Policy, Unemployment, \*Welfare Services

Summarized in this report are the proceedings of a conference sponsored by the Institute for Research on Poverty and the Department of Health and Human Services, and entitled "Poverty and Policy: Retrospect and Prospects." Each section of the report contains a summary of one conference session. Major themes include: (1) the effects of market income and government transfer programs on the trend in poverty over the past twenty years; (2) the effects of demographic change and income support programs on family structure; (3) the roles of the civil rights, legal rights, and welfare rights movements in reducing poverty; (4) the relative effects on low-income workers of macroeconomic events (unemployment and inflation) and of government employment programs; (5) the results of health and education programs for the poor; and (6) the political and budgetary realities that constrain antipoverty policies. The final section recommends areas for further research. (KH)

ED 257 931 UD 024 300

George, Eric  
Jefferson County School Officials Allow Continued  
Desegregation, 1983-84. School Compliance and  
Number of Black Teachers Hit All-Time Lows.

Staff Report 84-3.  
Kentucky Commission on Human Rights, Louisville.

Pub Date—May 84

Note—42p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Black Students, \*Black Teachers, \*Compliance (Legal), Desegregation Effects, \*Desegregation Plans, Elementary Secondary Education, Enrollment, Racial Composition, Racial Segregation, \*School Desegregation, \*School Resegregation

Identifiers—\*Jefferson County Public Schools KY  
Desegregation in the Jefferson County Public Schools (Kentucky) deteriorated in many key aspects but improved in two others during 1983-84. The percentage of schools out of compliance with

student enrollment guidelines rose and the number of black teachers fell to their worst levels since school desegregation began. The number and percentage of black vocational teachers also fell to new lows. On the positive side, the distribution of black teachers among schools, and the number and percentage of black administrators improved over 1982-83. School officials' actions and inaction created seemingly unmanageable problems used to justify replacing the desegregation plan in use since 1975-76 with a revised plan. School administrators will need to disclose full and accurate desegregation data if the community is to succeed in monitoring implementation of any future desegregation plan. (Author)

ED 257 932 UD 024 302

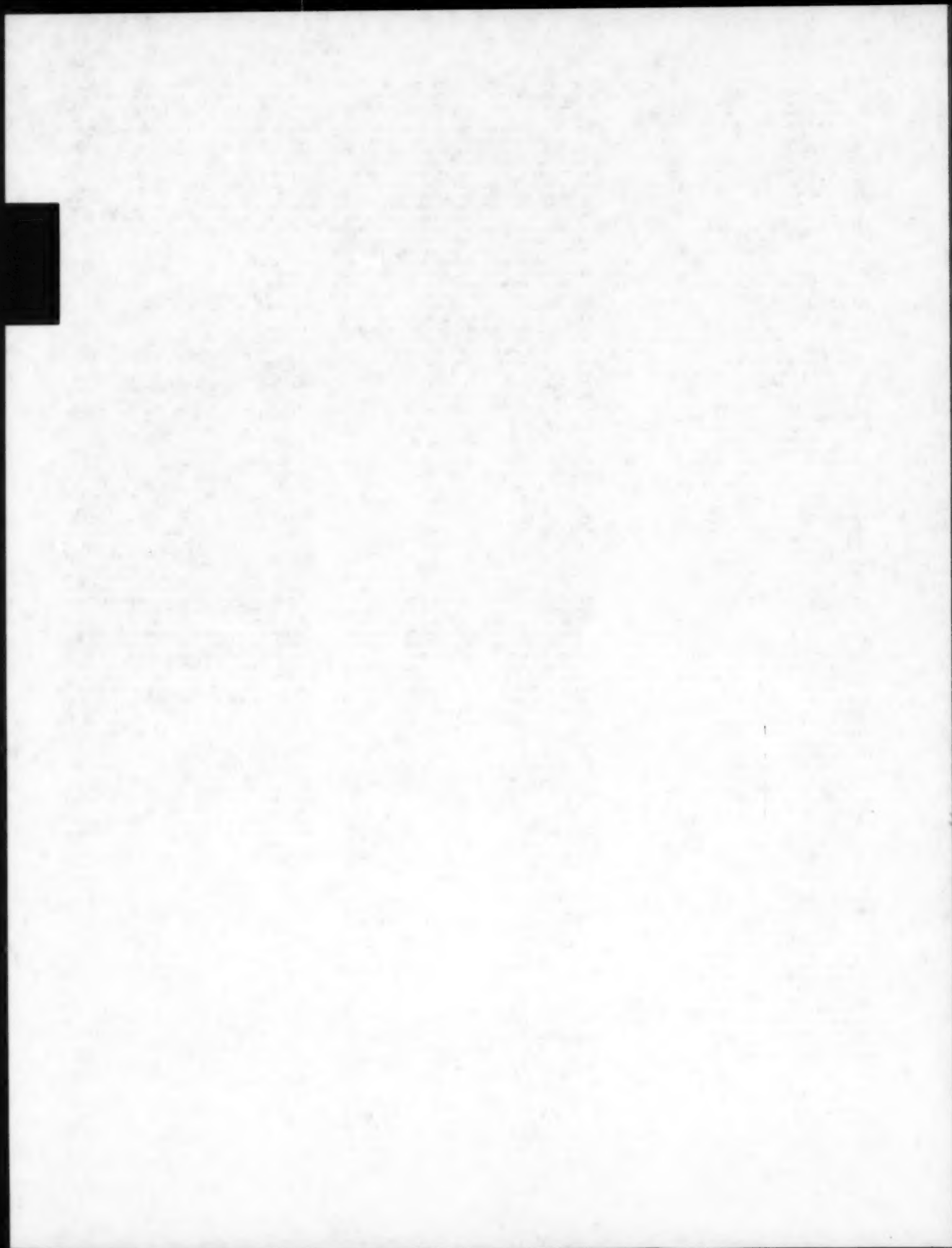
Poverty Areas in Large Cities. 1980 Census of  
Population. Volume 2: Subject Reports.  
Bureau of the Census (DOC), Suitland, Md.  
Report No.—PC-80-2-8D  
Pub Date—Feb 85  
Note—803p.

Available from—Superintendent of Documents,  
U.S. Government Printing Office, Washington,  
DC 20402.

Pub Type—Numerical/Quantitative Data (110)  
EDRS Price - MF05/PC33 Plus Postage.

Descriptors—Census Figures, \*Employment Level, \*Family Income, Hispanic Americans, \*Metropolitan Areas, Minority Groups, Poverty, \*Poverty Areas, Urban Demography, \*Urban Population

This report presents sample data from the 1980 Census on the social, economic, and housing characteristics of the population living in the 100 largest central cities in the United States, the Standard Metropolitan Statistical Areas (SMSA's) of which they are a part, and the poverty areas of the SMSA's. The first four tables (S-1 through S-4) summarize the information given in greater detail in the main tables (1 through 8). These present detailed statistics for the 100 cities combined and for each of these cities in alphabetical order. Immediately following the data for New York City are data for each of the city's five counties. The content of the 8 main tables are as follows: (1) poverty status in 1979 and other selected characteristics of persons, families, and occupied housing units in census tracts classified by alternate poverty rates; (2) household relationship of persons, families, and unrelated individuals; (3) age, school enrollment, and educational attainment; (4) labor force status and labor force status in 1979 of persons and families; (5) income in 1979 of families and unrelated individuals; (6) income type in 1979 of families and unrelated individuals; (7) selected characteristics of occupied housing units; and (8) value and rent of occupied housing units. Most of these tables break down the data presented by poverty status in 1979, poverty area residence, and race and Spanish origin. Additionally, Table A-1 lists persons included and type of persons not included in statistics in this report, for SMSA's with the 100 largest central cities, and Table A-2 shows percent of allocation for non-response for selected characteristics for SMSA's with the 100 largest central cities. Appendices provide information on census methodology and questionnaires. (KH)



## Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List*, are in word-by-word alphabetical order.

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<b>Descriptor</b> _____	<b>Microcomputers</b>	
<b>Title</b> _____	Public Education and Electronic Technologies.	
	ED 226 725	<b>Accession Number</b>
<b>Identifier</b> _____	<b>National Assessment of Educational Progress</b>	
<b>Title</b> _____	Reading, Science, and Mathematics Trends. A Closer Look.	
	ED 227 159	<b>Accession Number</b>

### AAUP Contracts

Agreement between Bard College and the Bard College Chapter of the American Association of University Professors, 1984-1985.

ED 257 365

Agreement between Bloomfield College and the Bloomfield College Chapter of the American Association of University Professors and Bloomfield College Faculty Personnel Procedures, July 1, 1983-June 30, 1985.

ED 257 367

Agreement between Board of Control, Northern Michigan University, and American Association of University Professors, Northern Michigan University Chapter, July 1, 1984-June 30, 1987.

ED 257 395

Agreement between Commonwealth of Pennsylvania and Association of Pennsylvania State College and University Faculties (APSCUP), July 1, 1981 to June 30, 1984 and Reopener and Contract Extension Agreement between Association of Pennsylvania State College and University Faculties and State System of Higher Education, July 1, 1983 to June 30, 1985.

ED 257 364

Agreement between Curry College and Curry College AAUP, 1984-86.

ED 257 375

Agreement between Cuyahoga Community College District and the American Association of University Professors Cuyahoga Community College Chapter, September 1, 1983 through September 1, 1986.

ED 257 376

Agreement between Eastern Michigan University and the Eastern Michigan University Chapter of the American Association of University Professors, November, 1982.

ED 257 380

An Agreement between Emerson College and the Emerson College Chapter of the American Association of University Professors, September 1, 1984-August 31, 1987.

ED 257 382

Agreement between Fairleigh Dickinson University and Fairleigh Dickinson University Council of American Association of University Professors Chapters, September 1, 1982-August 31, 1984.

ED 257 383

Agreement between Indian River Community College District Board of Trustees and the Indian River Community College Chapter of the American Association of University Professors, July 1, 1979 thru June 30, 1981.

ED 257 386

Agreement between Long Island University and the Arnold & Marie Schwartz College of Pharmacy and Health Sciences, Long Island University Chapter of the American Association of University Professors, 1981-1986.

ED 257 404

Agreement between Monmouth College and the Faculty Association of Monmouth College, July 1, 1983-June 30, 1985.

ED 257 391

[Agreement between Montgomery County Community College Board of Trustees and Montgomery College Chapter of the American Association of University Professors, June 1, 1982-August 15, 1985].

ED 257 392

Agreement between Rhode Island Board of Governors and University of Rhode Island Chapter, American Association of University Professors, 1983-1985.

ED 257 400

Agreement between Rutgers The State University of New Jersey and Rutgers Council of the American Association of University Professors, July 1, 1983-June 30, 1986.

ED 257 402

Agreement between Temple University of the Commonwealth System of Higher Education and the American Association of University Professors Temple Chapter, July 1, 1984-June 30, 1986.

ED 257 405

Agreement between the Administration of Marymount College, Tarrytown, New York and the Marymount College Chapter of the American Association of University Professors, September 1, 1984-August 31, 1986.

ED 257 389

Agreement between the Administration of St. John's University, New York and the St. John's Chapter of the American Association of University Professors-Faculty Association at St. John's University, 1982-1985.

ED 257 403

Agreement between the Board of Trustees of the California State University and the California Faculty Association, Unit 3-Faculty, August 16, 1983-June 30, 1986 and New Contract Language Changes to Agreement, July 1, 1984-June 30, 1986.

ED 257 370

Agreement between the Board of Trustees of Union County College and the Union County College Chapter of the American Association of University Professors, September 1, 1984-August 31, 1987.

ED 257 406

Agreement between the B.U.C.-A.A.U.P. and the Trustees of Boston University for the Period September 1, 1981 to August 31, 1984.

ED 257 368

Agreement between the City University of New York and the Professional Staff Congress, City University of New York, September 1, 1982-August 31, 1984.

ED 257 398

Agreement between the University of Hawaii Professional Assembly and the Board of Regents of the University of Hawaii, 1983-1985.

ED 257 384

Agreement between the University of Medicine and Dentistry of New Jersey and the Council of Chapters of the American Association of University Professors, July 1, 1983 to June 30, 1986.

ED 257 390

Agreement between University of Cincinnati and AAUP, University of Cincinnati Chapter, September 1, 1984 to August 31, 1986.

ED 257 372

Agreement between Utica College of Syracuse University and American Association of University Professors Utica College Chapter, Expires August 31, 1987.

ED 257 407

Agreement between Wayne State University and the Wayne State University Chapter of the American Association of University Professors, August 1, 1981 to July 31, 1983.

ED 257 408

Agreement between Western Michigan University and the WMU Chapter of the American Association of University Professors for September 5, 1984-September 6, 1987.

ED 257 409

Agreement between Wilberforce University and Wilberforce University Faculty Association, Effective September 26, 1983 through August 31, 1986.

ED 257 410

Agreement entered into between New York Institute of Technology and the Council of Metropolitan and Old Westbury Chapters of the American Association of University Professors at the New York Institute of Technology, September 1, 1983 until August 31, 1986.

ED 257 394

Agreement: The Board of Regents of the University of Nebraska and the University of Nebraska at Omaha Chapter, American Association of University Professors, July 1, 1983 through June 30, 1985.

ED 257 393

Agreement 1982-1985 between Rider College and the Rider College Chapter of the American Association of University Professors.

ED 257 401

Belleville Area College Memorandum of Under-



standing, 1984-1986.

ED 257 366  
Collective Bargaining Agreement between American Association of University Professors, Eastern Montana College, and the Montana University System, July 1, 1981-June 30, 1985.

ED 257 381  
Collective Bargaining Agreement between Connecticut State University American Association of University Professors and the Board of Trustees for the Connecticut State University, 1984-1987 and The Connecticut State University Agreement for Part-Time Employees in the Instructional Faculty Bargaining Unit.

ED 257 373  
Collective Bargaining Agreement between Lincoln University of the Commonwealth System of Higher Education and Lincoln University Chapter of the American Association of University Professors, September 1, 1984 to August 31, 1986.

ED 257 388  
Collective Bargaining Agreement between Portland State University Chapter, American Association of University Professors, and Portland State University [July 1, 1983-June 30, 1985].

ED 257 397  
Collective Bargaining Agreement between the Board of Trustees of Delaware State College and the Delaware State College Chapter of the American Association of University Professors, September 1, 1983-August 31, 1986.

ED 257 377  
Collective Bargaining Agreement between the University of Connecticut Board of Trustees and the University of Connecticut Chapter of the American Association of University Professors, July 1, 1984-June 30, 1986.

ED 257 374  
Collective Bargaining Agreement between University of Delaware and American Association of University Professors, University of Delaware Chapter, July 1, 1984-June 30, 1986.

ED 257 378  
Collective Bargaining Agreement by and between Hofstra University and the Hofstra Chapter of the American Association of University Professors, September 1, 1982-August 31, 1985.

ED 257 385  
Collective Bargaining Agreement by and between the Administration of Adelphi University and Adelphi University Chapter, American Association of University Professors, September 1, 1984-August 31, 1987.

ED 257 363  
Collective Bargaining Agreement by and between University of Bridgeport and University of Bridgeport Chapter, American Association of University Professors, September 1, 1984.

ED 257 369  
Collective Bargaining Agreement: Kent State University and the United Faculty Professional Association [August 19, 1984-September 16, 1987].

ED 257 387  
Collective Bargaining Agreement 1985-1987 between Regis College and the Regis College Chapter of the American Association of University Professors.

ED 257 399  
A Cooperative Agreement by and between D'Youville College and D'Youville College Chapter American Association of University Professors, September 1, 1983-August 31, 1985.

ED 257 379  
Faculty Agreement 1983-1985: Oakland University and the Oakland University Chapter of the American Association of University Professors.

ED 257 396  
University of California and Santa Cruz Faculty Association Memorandum of Understanding, 1983-84.

#### Ability Attributes

Differentiation of Peers' Ability Attributes by Elementary School Children.

#### Ability Grouping

Effective Schools: Characteristics of Schools Which Predict Mathematics and Science Performance.

#### Abortions

Oversight on Family Planning Programs under Title X of the Public Health Service Act, 1984. Hearings before the Subcommittee on Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, Second Session on Consideration of the Reauthorization of Title X of the Public Health Service Act, the Population Research and Voluntary Family Planning Programs (April 5 and May 1, 1984).

#### Abstract Reasoning

Developing Reasoning Skills through an Integrated Curriculum Approach.

#### Abstracts

Resources in Education (RIE). Volume 20, Number 10.

#### Academic Ability

The Development of Informal and Formal Mathematical Thinking in Korean and American Children.

Teachers' Expectations for Memory and Metamemory Skills of Elementary School Children.

#### Academic Achievement

Academic Achievement, Reading, and Writing: Hispanics, Males, and Females.

Academic Standards Research Proposal: The Effect of the Restriction Policy on Student Achievement and Enrollment. Research Report 85-5.

An Analysis of Student Activity at Graham Correctional Center. Report #102.

An Annotated Bibliography of the Effectiveness of the Computer Used as a Tool to Learn Mathematics in Secondary Schools.

Application of Biofeedback Relaxation Procedures to Handicapped Children: Final Report.

A Comprehensive Description of Research in Science Education - 1983.

Curriculum Tracking: Correlates and Consequences.

Early Identification System: Followup of Those Students in the Kindergarten Class of 1978-79 Who Did Not Reach Grade 4 in 1982-83. Research Report 84-07.

Early Identification System: Six-Year Followup of the Grade 1 Class of 1978-79. Research Report 85-03.

The Effectiveness of a Computer-Assisted Instruction Package in Supplementing Teaching of Selected Concepts in High School Chemistry: Writing Formulas and Balancing Chemical Equations.

The Effectiveness of Computer-Based Education: A Review.

The Effective School. Monograph Series No. 10.

Effective Schools: Characteristics of Schools Which Predict Mathematics and Science Performance.

Elements of Success in a University Program for Indian Students.

Evaluation of Alternative Programs, 1982-83.

Evaluation of Alternative Programs, 1983-84.

Family Outing Activities and Achievement among Fourth Graders in Compensatory Education Funded Schools.

Homework in the Classroom: Can It Make a Difference in Student Achievement?

An Investigation into the Effectiveness of Field Courses in Teaching Economics. Research Papers

in Economics Education.

Learned Helplessness: Perceived Effects of Ability and Effort on Academic Performance Among EH and LD/EH Children.

Linguistic Interdependence and the Educational Development of Bilingual Children. Bilingual Education Paper Series, Vol. 3 No. 2.

National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (58th, French Lick Springs, IN, April 15-18, 1985).

The Perception of Other Nations by Students in Northwestern Arkansas.

Proposed Directions for Research in Computer-Based Education.

Small School/Large School Comparative Analysis.

Some Aggregate Characteristics of the Faculties of Elementary Schools Offering Programming Instruction on Microcomputers.

Study of the Instructional Effectiveness of Last Period Middle School Classes.

Una Nacion En Peligro: La Necesidad Imperiosa de Reformar La Enseñanza. (A Nation at Risk: The Imperative for Educational Reform).

Why an AFS Experience Accelerates Learning and the Growth of Competence. Research Report 25. Revised and Expanded.

#### Academic Advising

A Cadre Approach to Freshman Academic Advising.

Gainesville Junior College Minority Advising Program Report, 1984-85.

#### Academic Aptitude

The Relation between Academic Aptitude and Commitment to Teaching among MSU Students. Research and Evaluation in Teacher Education. Program Evaluation Series No. 5.

#### Academic Aspiration

Self-Perceptions of Productivity of Education Faculty: Life Phase and Gender Differences.

Student Needs and Priorities in The California State University, 1984. A Survey. Management Summary.

#### Academic Failure

Controlled Rage: An Overlooked Cause of Remediation Failure.

#### Academic Libraries

Academic Library Literature, 1981-1984: A Selective, Annotated Bibliography.

Preservation Education in ARL Libraries. SPEC Kit 113.

Reference Services: Policies and Procedures.

#### Academic Persistence

An Analysis of Student Activity at Graham Correctional Center. Report #102.

A Retention Study of Entering Students in Basic Skills Courses and Students in Non-Basic Skills Courses.

Student Absenteeism: Explanations, Problems and Possible Solutions.

Student Needs and Priorities in The California State University, 1984. A Survey. Management Summary.

#### Academic Standards

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Agreement between the City University of New York and the Professional Staff Congress, City University of New York, September 1, 1982-August 31, 1984.

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Agreement between the University of Medicine and Dentistry of New Jersey and the Council of Chapters of the American Association of University Professors, July 1, 1983 to June 30, 1986.

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Agreement between University of Cincinnati and AAUP, University of Cincinnati Chapter, September 1, 1984 to August 31, 1986.

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Agreement between Wilberforce University and Wilberforce University Faculty Association, Effective September 26, 1983 through August 31, 1986.

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Collective Bargaining Agreement by and between Hofstra University and the Hofstra Chapter of the American Association of University Professors, September 1, 1982-August 31, 1985.

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Collective Bargaining Agreement by and between the Administration of Adelphi University and Adelphi University Chapter, American Association of University Professors, September 1, 1984-August 31, 1987.

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Health Manpower Requirements for the Achievement of Health for All by the Year 2000 through Primary Health Care. Report of a WHO Expert Committee. Technical Report Series 717.

ED 256 869

Treatment and Prevention of Acute Diarrhoea. Guidelines for the Trainers of Health Workers.

ED 256 868

#### Ysleta Independent School District, El Paso, TX.

Developing a Mentor-Protégé Program. Job-Visitation Activity. Project Report.

ED 256 948

Developing a Role-Model Index. A Guide Book.

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Equal Access in Vocational Education. Instructor's Guidebook. Models and Strategies.

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Futures Week. Middle School Program. Instructor's Guidebook.

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Linking Education and Industry in Preparing Students for Nontraditional Jobs. Project Model. Final Report.

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## Publication Type Index

This index lists documents under the Publication Type that has been assigned to them to characterize their form or organization, as contrasted to their subject matter.

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Title	Accession Number
Iconic Signs and Symbols in Audiovisual Communication. An Analytical Survey of Selected Writings and Research Findings. Final Report.	ED 013 371

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Breaking Ground: Teachers Relate Reading and Writing in the Elementary School.

ED 257 050//

Children at Work.

ED 257 893

Children, Parents, and Reading: An Annotated Bibliography.

ED 257 052

A Conceptual Framework for Mental Health Research on Hispanic Populations. Monograph No. 10.

ED 257 903

Contemporary Initiatives in Social Studies Education.

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Cuento Therapy. Folktales as a Culturally Sensitive Psychotherapy for Puerto Rican Children. Monograph No. 12.

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Eastern European National Minorities, 1919-1980. A Handbook.

ED 257 741

Election 84: Search for a New Coalition. Proceedings of the Allan Shivers Election Analysis Conference (Austin, Texas, November 17, 1984).

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Science as Intellectual Property: Who Controls Research? AAAS Series on Issues in Science and Technology.

ED 257 680//

The Teaching of Primary Science: Policy and Practice.

ED 257 681//

The Troubled Crusade: American Education, 1945-1980.

ED 257 196//

'We Can Manage': Expectations about Care and Varieties of Family Support among People 75 Years and Over. Institute of Family Studies Monograph No. 5.

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West Indians in Toronto. Implications for Helping Professionals.

ED 257 885

Writing On-Line: Using Computers in the Teaching of Writing.

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A Writing Project: Training Teachers of Composition from Kindergarten to College.

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A Choctaw Anthology III.

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- Nature and Education: Learning from the World around Us. ED 257 623
- Preservation Education in ARL Libraries. SPEC Kit 113. ED 257 459
- Reaching for Excellence: An Effective Schools Sourcebook. ED 257 837
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- American Forensics in Perspective. Papers from the National Conference on Forensics (2nd, Evanston, Illinois, September 12-15, 1984). ED 257 167
- Antipoverty Policy: Past and Future. Special Issue: Conference at Williamsburg. ED 257 930
- Children, Families, and Public Schools: Building Community Alliances for Learning. The National Education Association's Annual Conference on Human and Civil Rights in Education (23rd, February 22-24, 1985). NEA Report. ED 257 917
- Confrontation or Cooperation? Africa's Role in the North-South Dialogue on Communication. Second Edition. ED 257 150
- Continuum of Services: School to Work. Report from the Study Group. Institute on Rehabilitation Issues (11th, San Antonio, Texas, June 1984). ED 256 906
- Developmental Studies of Computer Programming Skills. A Symposium: Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 23-27, 1984). Technical Report No. 29. ED 257 441
- Effective Performance Based Placement for Hard to Place Groups. A Conference on Improving Job Development Techniques. (Phoenix, Arizona, April 2-3, 1984). Opening Doors Monograph. ED 257 299
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- Honors Teachers Workshop of Middle Grade Mathematics Proceedings (East Lansing, Michigan, November 27-December 15, 1984). ED 257 634
- The Human Dimension of Teacher Education [for the 21st Century]. Proceedings of the Annual Summer Workshop of the North Central Accrediting Association and the American Association of Colleges for Teacher Education (37th, Muncie, Indiana, July-August, 1984). ED 257 795
- Improving Student Achievement in Small Schools. Proceedings of the Annual Alaska Small Schools Conference (4th, Anchorage, Alaska, December 3-5, 1984). ED 257 600
- The International Symposium on Music in Medicine, Education, and Therapy for the Handicapped (3rd, Ebeltoft, Denmark, July 31-August 5, 1983). ED 257 258
- National Association for Research in Science Teaching Annual Meeting. Abstracts of Presented Papers (58th, French Lick Springs, IN, April 15-18, 1985). ED 257 625
- One Billion Illiterates. One Billion Reasons for Action. Report and Extracts from Papers of an International Seminar on Co-operating for Literacy (Berlin, West Germany, October 1983). ED 256 930
- Political Science's Responsibility to the Community: A Promise Fulfilled? Anniversary Sessions of the Department of Political Science, University of Illinois (75th, Urbana-Champaign, Illinois, November 20-21, 1981). The Edmund James James Lecture. ED 257 718
- Proceedings of the 1984 Annual Meeting of the Canadian Mathematics Education Study Group (8th, Waterloo, Ontario, June 2-6, 1984). ED 257 640
- Reading and Reality. Proceedings of the Annual Reading Conference (14th, Terre Haute, Indiana, June 14, 1984). ED 257 044
- Report of the National Invitational Working Conference on Holding Power and Dropouts (New York, New York, February 13-15, 1985). ED 257 927
- Report on Adult Education in Finland. A Report to the Unesco Conference on Adult Education (4th, Paris, France, March 19-29, 1985). Publications of the Finnish National Commission for Unesco No. 31. ED 256 920
- Research Reports from the First Pre-ICME Satellite Conference on Diagnostic and Prescriptive Mathematics (Monash University, Melbourne, Australia, August 21-22, 1984). ED 257 687
- Rural Women: An Untapped Resource. Proceedings of the Governor's Council on Rural Development Conference (Willmar, Minnesota, May 20-21, 1983). ED 257 610
- Seminar on the Role of Communication in the Euro-Arab Dialogue, Cairo, December 18-21, 1983. ED 257 151
- Sexual Abuse: Therapeutic & Systems Considerations for the Child and Family. [Report of] Colorado State Department of Social Services Conference (Denver, Colorado, July 7-8, 1982). ED 257 022
- Strategy for Peace 1984. The Stanley Foundation US Foreign Policy Conference Report (25th, Annapolis, Maryland, October 11-13, 1984). ED 257 716
- Summit II: A Call to Action in Support of Black Single Mothers. Proceedings of Thirty-four of Thirty-eight Conferences Sponsored by Delta Sigma Theta Society, Inc. ED 257 894
- Teaching about the USA in Secondary Schools in Western Europe. Report. Council of Europe Teachers' Seminar (17th, Donaueschingen, Federal Republic of Germany, October 25-30, 1982). ED 257 731
- Toward a Competitiveness Agenda. Special Joint Session with Members of Congress. Highlights of the Winter Meeting of the Business-Higher Education Forum (Scottsdale, Arizona, January 24-26, 1985). ED 257 350
- What Works in In-service Education Programs for Teachers? [Papers and Discussions Presented at a Meeting Sponsored by the Southern Regional Education Board (Atlanta, GA, December 6-7, 1984).] ED 257 818
- (022) Collected Works - Serials**
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- Development Communication Report, Winter 1985, No. 48. ED 257 413
- Effective Writing: Go Tell It on the Mountain. ED 257 080
- Fourth Seminar on Adaptation and Integration of Permanent Immigrants (Geneva, Switzerland, May 8-11, 1979). ED 257 890
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- Liberal Arts Instructors: Demographics and Professional Orientations. ED 257 506
- Liberal Education and Technology. ED 257 336
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- Transforming Librarians. ED 257 469
- The "Well-Futured" College: Reaching for Tomorrow-Today. Southern Association of Community and Junior Colleges Occasional Paper, Volume 3, Number 2. ED 257 488
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 Illinois Valley Community College Catalog and Career Decision Guide, 1985-1986/1986-1987. ED 257 540  
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UD024302	ED257932

# THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since October 1983. They are, therefore, not included in the 10th (1984) edition of the *Thesaurus of ERIC Descriptors*.

## ADAPTIVE TESTING Feb. 1984

- SN Testing that involves selecting test items according to the examinee's ability as shown by responses to earlier test items
- UF Flexilevel Testing  
Response Contingent Testing  
Stradapive Testing  
Tailored Testing

## Aerobic Dance Feb. 1984

USE AEROBICS; DANCE

## AEROBICS Jun. 1984

- SN (Scope Note Changed) Method of achieving physical conditioning and fitness by stimulating heart (pulse rate) and lung (oxygen intake) activity through successively longer periods of vigorous exercise, thereby gradually expanding the capacity of the cardiovascular and respiratory systems

## AIR TRAFFIC CONTROL Jan. 1985

- SN Scheduling and monitoring the flow of air traffic at airports, during approaches, and en route

## ALTERNATIVE ENERGY SOURCES Oct. 1984

- SN Sources of energy other than conventional fossil fuels (petroleum, coal, natural gas) or nuclear fission/fusion (note: see also related identifiers such as "Renewable Resources" and "Synthetic Fuels")

## ANDRAGOGY Mar. 1984

- SN The art and science of the facilitation of adult learning, distinguished from child-oriented "Pedagogy" in terms of learner self-direction, application of knowledge and experience, learning readiness, orientation to the present, and problem-centeredness
- UF Androgogy

## AQUATIC SPORTS Jan. 1985

- UF Water Sports

## BADMINTON Jun. 1984

## BIOETHICS Jan. 1985

- SN Discipline dealing with the moral and social implications of practices and developments in the biological sciences and medicine

## BOWLING Apr. 1985

- SN (note: do not confuse with the identifiers "Lawn Bowling" and "Cricket (Sport)")
- UF Tempins

## Budget Cuts Apr. 1985

USE BUDGETING; RETRENCHMENT

## Church State Separation Apr. 1985

USE STATE CHURCH SEPARATION

## CLIENT CHARACTERISTICS (HUMAN SERVICES) Oct. 1984

- SN Distinguishing traits or qualities of persons who engage the assistance of human service workers (counselors, psychologists, physicians, nurses, social workers, etc.)
- UF Client Background (Human Services)

## Computer Programs (Del Jun84) Jun. 1984

USE COMPUTER SOFTWARE

## COMPUTER SOFTWARE Jun. 1984

- SN Logical sequences of instructions used to direct the actions of a computer system, and accompanying documentation (note: corresponds to Pubtype code 101) and should not be used except as the subject of a

document—this restriction was not carried prior to Jun84 under the former term "Computer Programs"—if appropriate, use the more specific term "Courseware")

## Computer Program Documentation Jun. 1984

USE COMPUTER PROGRAM DOCUMENTATION

## Computerized Adaptive Testing Jun. 1984

USE ADAPTIVE TESTING; COMPUTER ASSISTED TESTING (Replaces "Computer Adaptive Testing" as USE Reference)

## Computerized Tailored Testing Jun. 1984

USE ADAPTIVE TESTING; COMPUTER ASSISTED TESTING (Replaces "Computer Tailored Testing" as USE Reference)

## Conference Skills (Communication) Jun. 1984

USE COMMUNICATION SKILLS

## CONSERVATISM Jun. 1985

- SN Philosophy or disposition that generally supports the preservation or reinstatement of traditional values and statuses in social or political affairs

## COURSEWARE Jun. 1984

- SN Computer software and accompanying documentation written for instructional applications (note: prior to Jun84, this concept was indexed by "Computer Programs," postings of which have since been merged to "Computer Software")
- UF Instructional Software

## DATA ANALYSIS Jul. 1966

- SN (Scope Note Changed) Preparation of factual information items for dissemination or further treatment (includes compiling, verifying, ordering, classifying, and interpreting)

## DATA INTERPRETATION Jan. 1985

- SN Explanation of the meaning, implications, or limitations of factual information

## DISLOCATED WORKERS Mar. 1984

- SN Workers who have lost their jobs because of economic and technological changes in a business or industry, e.g., plant closings or relocation, increased competition, automation, or market fluctuations
- UF Disemployment  
Displaced Workers

## DIVING Jan. 1985

- SN Plunging into water in a prescribed manner (note: do not confuse with "Underwater Diving")
- UF Platform Diving  
Springboard Diving  
Tower Diving

## DOCUMENTATION Jul. 1966

- SN (Scope Note Changed) Techniques used to collect, process, organize, store, and retrieve documents (note: use "Computer Software" for computer program documentation)

## Drawing (Computerized) Jul. 1966

USE COMPUTER GRAPHICS

## Drawing (Freehand) Jul. 1966

USE FREEHAND DRAWING

## Drawing (Precision Draft) Jul. 1966

USE DRAFTING

## EARLY RETIREMENT Mar. 1984

- SN Withdrawal from one's occupation or career at an earlier age or time than is mandatory or customary

## EDUCATIONAL ASSESSMENT Jan. 1974

- SN (Scope Note Changed) Determining and interpreting the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocation (note: do not confuse with "Educational Diagnosis" or "Testing")

## ENDANGERED SPECIES Oct. 1984

- SN Plants or animals in danger of extinction

## ENERGY EDUCATION Jan. 1985

- SN ("Energy Education (Conservation)" deleted as USE Reference)

- SN Learning/teaching activities, often interdisciplinary in nature, that focus on such topics as energy resources, conversions, conservation, forms, uses, and issues—includes both general and technical educational programs

## ESTUARIES Apr. 1985

- SN Mouths of rivers, and other semi-enclosed bodies of water, that are open to the sea and within which fresh and salt water are mixed by runoff and tides

## EYE CONTACT Apr. 1985

- SN Direct eye-to-eye contact between individuals

## FAMILY HISTORY Jun. 1985

- SN History that identifies or traces the structure, size, membership, customs, ethnicity, migration, socioeconomic status, biological characteristics, or lineal descent of a family or families

## FAMILY VIOLENCE Oct. 1984

- SN Injurious or abusive physical force among members of a family or household
- UF Domestic Violence (Family)

## FENCING (SPORT) Jun. 1984

- UF Epee Fencing

## GENEALOGY Jan. 1985

- SN History or account of lineal descent from an ancestor or ancestors
- UF Ancestral Lineage  
Family Trees

## GEOTHERMAL ENERGY Oct. 1984

- SN Power derived from the earth's heat

## GESTALT THERAPY Jan. 1985

- SN Form of psychotherapy focusing on the totality of the individual's current functioning and relationships rather than on past experiences or developmental history—individual or group techniques are designed to elicit spontaneous feelings and self-awareness

## HABITUATION Oct. 1984

- SN Progressive decrease in responsiveness to repetitive stimuli (note: for drug habituation, use "Drug Abuse" or "Drug Addiction")

## HANDBALL Apr. 1985

- SN Singles or doubles game played by striking a small rubber ball against a wall or walls with the hands (note: do not confuse with "Team Handball")

## HANDICAP DISCRIMINATION Jun. 1984

- SN Restriction or denial of rights, privileges, and choice because of physical, mental, or sensory impairment

## HAZARDOUS MATERIALS Oct. 1984

- SN Ignitable, corrosive, infectious, reactive, or toxic materials that pose a present or potential threat to living things
- UF Dangerous Materials



# THESAURUS ADDITIONS AND CHANGES

## **Hazardous Wastes**

USE HAZARDOUS MATERIALS; WASTES

## **HELPING RELATIONSHIP**

SN (Scope Note Changed) Relationship characterized by the provision of assistance—helping behavior may be one-sided or reciprocal

## **High Technology**

USE TECHNOLOGICAL ADVANCEMENT

## **HOLIDAYS**

SN Days set aside for commemorating historical, cultural, religious, or other special events—often marked by cessation of ordinary work or school activity (note: if appropriate, use the more specific term "Religious Holidays")

## **HOME HEALTH AIDES**

SN (Scope Note Added) Workers who, under professional supervision, provide routine health/personal care and housekeeping services in homes of disabled, ill, or elderly clients

## **ICE HOCKEY**

Illegal Immigrants (Del Feb84)  
USE UNDOCUMENTED IMMIGRANTS

## **INFERENCES**

SN Judgments or conclusions derived from premises or evidence (note: use also such identifiers as "Causal Inferences," "Transitive Inferences," and "Social Inferences")

## **Inhalation Therapists (Del Jan85)**

USE RESPIRATORY THERAPY;  
THERAPISTS

## **INSTRUCTIONAL MATERIAL EVALUATION**

SN Determining the efficacy, value, etc. of any type of instructional material with respect to stated objectives, standards, or criteria (note: use as a minor Descriptor for examples of this kind of evaluation—use as a major Descriptor only as the subject of a document)

## **LANGUAGE SKILL ATTRITION**

SN The loss of native or second language skills due to discontinued use (note: do not confuse with "Language Handicaps")  
UF Language Attrition (Skills)  
Language Loss (Skills)

## **LIBERALISM**

SN Philosophy or disposition that seeks to use social and political institutions to foster human development and well-being—originally advocated freedom from government entrenchment, but currently endorses government intervention when necessary to ensure individual welfare

## **LIBRARY COLLECTION DEVELOPMENT**

SN Activities related to building, maintaining, evaluating, and expanding library collections—includes user needs assessment, budget management, selection policy formation, resource sharing, and weeding (note: prior to Apr85, the instruction "Collection Development (Libraries), use Library Acquisition" was carried in the Thesaurus)  
UF Collection Development (Libraries)

## **LIBRARY STATISTICS**

LOGARITHMS  
SN Exponents that indicate the power to which base numbers are raised to produce given numbers

## **MARITIME EDUCATION**

SN Learning/teaching activities concerned with building, operating, and navigating boats, ships, and other floating structures, as well as related harbor and dock technology

## **MARXIAN ANALYSIS**

SN Application of Marxist concepts, principles, and models in any field (e.g., educational or historical or literary criticism)  
UF Marxist Criticism

## **MARXISM**

SN Body of social, economic, and political thought originating with Karl Marx and Friedrich Engels—distinguished by the labor theory of value, the principles of dialectical materialism and economic determinism, and the doctrine of revolutionary change leading to a classless society  
UF Dialectical Materialism

## **MEDIA ADAPTATION**

SN Modification of existing information and materials to meet alternative needs  
UF Educational Media Adaptation  
Instructional Material Adaptation  
Material Adaptation

## **MINERALOGY**

SN Science dealing with minerals, including their distribution, identification, and properties

## **MINERALS**

SN Solid homogeneous chemical elements or compounds, usually with characteristic crystalline properties, that result from inorganic processes of nature

## **MONTE CARLO METHODS**

SN Statistical simulation techniques using random numbers to derive probabilistic approximations to the solutions of problems—used especially for complex problems with many variables or interrelationships

## **MULTITRAIT MULTIMETHOD TECHNIQUES**

SN Experimental validation designs requiring the assessment of two or more traits, each by two or more methods  
UF MTMM Methodology

## **NATURALISTIC OBSERVATION**

SN Observation of behaviors and events in natural settings without experimental manipulation or other interference

## **NONTENURED FACULTY**

SN Academic staff who have not received tenure (permanence of position) at their school or institution—includes those awaiting tenured appointments and those who are ineligible for tenure  
UF Nontenured Teachers  
Untenured Faculty

## **OCEANOGRAPHY**

SN (Scope Note Changed) Science that deals with the oceans and other large bodies of water, including their exploration, preservation, use, and interactions with air, dry land, and all life forms

## **ONLINE SEARCHING**

SN Use of an interactive communications terminal to access and retrieve information stored in a computer (note: prior to Apr85, this concept was indexed under "Online Systems" and "Information Retrieval")  
UF Interactive Searching (Online)  
Online Information Retrieval

## **OUTLINING (DISCOURSE)**

SN The sequential enumeration in condensed form of the main ideas and supporting details of written or spoken material

## **Parenting**

USE CHILD REARING

## **PARENTING SKILLS**

SN Child rearing skills used by parents or other primary caregivers  
UF Parent Skills

## **PARTICIPANT OBSERVATION**

SN Observation in which the investigator participates in the situation being studied

## **PHENOMENOLOGY**

SN Study of reality in terms of individual perceptions or conscious experiences at any moment, without external interpretation and judgment

## **PLATE TECTONICS**

SN Branch of geophysics and seismology concerned with continental movements, based on the theory that the earth's surface is comprised of vast crustal blocks that float across the mantle, with seismic activity and volcanism occurring primarily along the periphery of these blocks

## **PREPOSITIONS**

PSYCHIATRIC AIDES  
SN (Scope Note Added) Persons who assist in the care and treatment of mentally ill patients in psychiatric facilities, working under the direction of nursing and medical staff

## **RACQUET SPORTS**

UF Racket Sports

## **RACQUETBALL**

RELIGIOUS HOLIDAYS  
UF Holy Days

## **RESEARCH PAPERS (STUDENTS)**

SN Extended written exercises required of students, usually involving collection of primary or secondary data through research, and careful documentation and organization (note: do not confuse with "Theses" or "Practicum Papers")  
UF Term Papers

## **RESPIRATORY THERAPY**

SN Diagnosis and treatment of cardiopulmonary deficiencies or abnormalities through the use of breathing methods and apparatus, and the administration of gases and aerosols  
UF Oxygen Inhalation Therapy

## **RESUMES (PERSONAL)**

SN Summaries of individual experience and qualifications, typically submitted as part of the job application process  
UF Curriculum Vitae  
Vitae

## **ROBOTICS**

SN Study, design, and use of robots, mechanical devices that can be programmed to perform tasks of manipulation and locomotion under automatic control  
UF Industrial Robotics  
Robots

## **ROLE OF EDUCATION**

SN Functions of education, real or expected, in regard to the individual and the society at large (note: use a more precise term if possible)  
UF Education Role  
(Former USE Reference "Educational Role" was deleted)

## **SAILING**

SCIENTIFIC AND TECHNICAL INFORMATION  
SN The body of information resulting from the study and technological application of natural scientific phenomena (note: use only when such information is the subject—do not use to classify items as scientific and/or technical)  
UF Science Information  
Scientific Information  
Technical Information  
Technological Information

## **SMALL ENGINE MECHANICS**

SN Assembly, operation, and repair of reciprocating internal-combustion engines used on lawnmowers, garden tractors, chain saws, and other portable power equipment—small engines are generally air-cooled and under 20 horsepower

## **STUDENT TEACHER ATTITUDES**

SN Attitudes of, not toward, student teachers

## **Student Teacher Ratio (Del Dec 84)**

USE TEACHER STUDENT RATIO

## **Student Teacher Relationship (Del Dec84)**

USE TEACHER STUDENT RELATIONSHIP

## **SUGGESTOPEDIA**

SN Method of teaching, developed by Georgi Lozanov, in which relaxed concentration is combined with synchronized music and rhythmic presentation to tap the unconscious reserves of the mind and thereby accelerate learning—originally applied in language courses, but since expanded to a variety of learning tasks  
UF Lozanov Method

## THESAURUS ADDITIONS AND CHANGES

<b>SURFING</b>	Jan. 1985	<b>TEAM HANDBALL</b>	Apr. 1985	<b>UNDOCUMENTED IMMIGRANTS</b>	Feb. 1984
<b>SURGICAL TECHNICIANS</b>	Jul. 1966	SN Team sport played on a rectangular floor (court) whose object is to dribble and pass an inflated ball with the hands so as to throw it into a netted, floor-level end goal		SN Persons residing in a foreign country without proper authorization, having entered that country by unlawful means or having violated the provisions of their visas	
SN (Scope Note Added) Technical assistants on a surgical team who arrange supplies and instruments in the operating room, maintain antiseptic conditions, prepare patients for surgery, and assist surgeons during the operation		<b>TEAM SPORTS</b>	Jun. 1984	UF Alien Illegality Illegal Aliens Immigrant Illegality	
<b>TABLE TENNIS</b>	Apr. 1985	<b>TERRORISM</b>	Oct. 1984	<b>Undocumented Workers</b>	
UF Ping Pong		SN Threat or use of violence against a population or government to achieve social or political ends		USE FOREIGN WORKERS; UNDOCUMENTED IMMIGRANTS	
<b>TEACHER STUDENT RATIO</b>	Dec. 1984	<b>TODDLERS</b>	Oct. 1984	<b>WATER POLO</b>	Jun. 1985
<b>TEACHER STUDENT RELATIONSHIP</b>	Dec. 1984	SN Approximately 1-3 years of age			
UF Student Teacher Interaction Teacher Student Interaction		<b>UNDERWATER DIVING</b>	Jan. 1985		
		UF Deep Sea Diving Scuba Diving Skin Diving			

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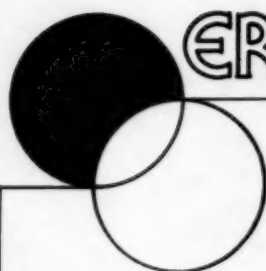
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